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ABSTRACT

Presented in booklet and chart form is the Behavioral Characteristics Progression (BCP), part of the Santa Cruz Special Education Management Project, consisting of 2400 observable traits grouped into 50 behavioral strands. The BCP is seen to be a nonstandardized criterion referenced tool which replaces conventional age and disability labels with observed attainment on the progressive behavioral objectives. The reverse side of the chart details procedures for teacher use of the BCP which include preliminary preparation, observation and recording, determination of instructional objectives, and continued charting during instruction. The following behavioral strands are included: health, attendance/promptness, feeding/eating, drinking, toileting, grooming, dressing, undressing, nasal hygiene, oral hygiene, self-identification, sensory perception, auditory perception, visual motor, gross motor, pre-articulation, articulation, language comprehension, language development, listening, adaptive behaviors, impulse control, interpersonal relations, personal welfare, self-confidence, honesty, social speech, attention span, task completion, reading, practical math, spelling, reasoning, music and rhythms, art and crafts, prevocational skills, kitchen skills, homemaking skills, outdoor skills, sign language, fingerspelling, orientation, and mobility. (For additional information see EC 060 316, EC 060 318, and EC 060 319.) (DB)

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SPECIAL EDUCATION
MANAGEMENT SYSTEM
PROJECT DOCUMENT

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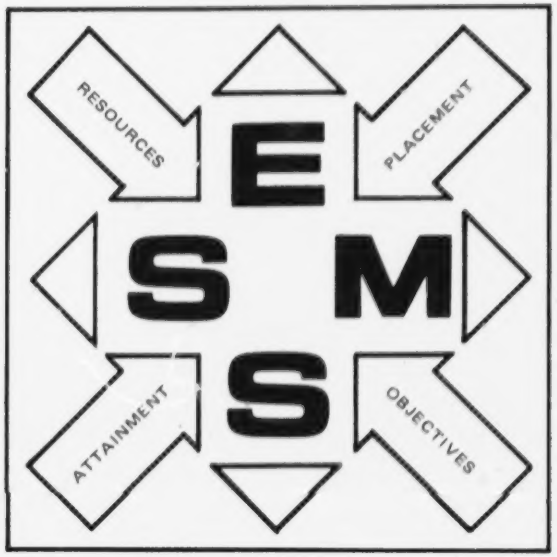

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2 SANTA CRUZ BCP OBSERVATION BOOKLET

RICHARD D. STRUCK
Project Manager and Director of Programs for Exceptional Children and Adults

DR. RICHARD R. FICKEL, SUPERINTENDENT OF SCHOOLS
701 OCEAN ST. ROOM 200
Santa Cruz, California 95060

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Laurie A. Duckham
Project Coordinator

Marvin S. Ziegler
Project Consultant

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STRAND	DEFINITION*	PAGE
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STRAND	DEFINITION*	PAGE
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STRAND	DEFINITION *	PAGE
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STRAND	DEFINITION *	PAGE
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* Definitions of behavioral strands are summaries of the behavioral characteristics within each strand

ABBREVIATIONS

accord.	=	according
approp.	=	appropriate
behav.	=	behavior(s)
horiz.	=	horizontal
info.	=	information
lg.	=	large
ltr(s)	=	letter(s)
obj.	=	object(s)
rt.	=	right
sec.	=	second(s)
w/	=	with
w/out	=	without
/	=	two separate behavioral characteristics combined into one (e.g., Names 25 body parts/35 body parts).
/	=	and/or

HEALTH +

IDENTIFYING BEHAVIORS:

Displays symptoms of: Eczema; Hayfever (e.g., wheezing, runny nose, teary eyes); Migraines; Epilepsy (e.g., blackouts, convulsions); Uncleanliness (e.g., body odor, dirty skin); Malnutrition (e.g., pale color, drawn face, lethargy, thinness, constant hunger); Fatigability (e.g., constant falling asleep in class, puffed eyes, head on desk); Sleep disturbances (e.g., restlessness, sleepwalking,sleep talking, crying, terrors, nightmares, grinding teeth); School phobia (e.g., nausea, stomach pains before or during school); Battered child (e.g., scars, bruises, red patches on skin, welts, swells, puffed eyes); Constant cold (e.g., fever, runny nose); Enuresis; Nervousness (e.g., grinds teeth, twists hair, picks at body, twitches, chews clothes, sucks thumb, bites nails, vomits frequently, perspires or breathes heavily, grimaces, knits brow, sucks in cheeks) ● Requires medication to remain calm ● Reads written material incorrectly--visual problem ● Does not follow oral directions--hearing problem ● Eats pencils, crayons, paste, paper ● Requires special equipment to sit, stand

Date of observation _____

		1	2	3	4	5	6
1.0	Displays symptom(s) or problem health behavior(s) 90-100% of baseline frequency.						
2.0	Displays symptom(s) or problem health behavior(s) 80-90% of baseline frequency						
3.0	Displays symptom(s) or problem health behavior(s) 70-80% of baseline frequency						
4.0	Displays symptom(s) or problem health behavior(s) 60-70% of baseline frequency						
5.0	Displays symptom(s) or problem health behavior(s) 50-60% of baseline frequency						
6.0	Displays symptom(s) or problem health behavior(s) 40-50% of baseline frequency						

	1	2	3	4	5	6
7.0 Displays symptom(s) or problem health behaviors 30-40% of baseline frequency.						
8.0 Displays symptom(s) or problem health behavior(s) 20-30% of baseline frequency.						
9.0 Displays symptom(s) or problem health behavior(s) 10-20% of baseline frequency.						
10.0 Displays symptom(s) or problem health behavior(s) 5-10% of baseline frequency						
11.0 Displays symptom(s) or problem health behavior(s) less than 5% of baseline frequency. . .						

+ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #59 for alternative.

ATTENDANCE/PROMPTNESS

IDENTIFYING BEHAVIORS:

Is often absent/truant from school ● Is often late for class or activities ●

Tells time inaccurately or not at all

Date of observation _____

		1	2	3	4	5	6
1.0	Present one out of five days on the average per week.						
2.0	Comes to activity only after two or more reminders						
3.0	Comes to activity when called once.						
4.0	Present two out of five days per week . . .						
5.0	Comes to activity only after two or more reminders						
6.0	Comes to activity when called once.						
7.0	Present three out of five days per week . .						
8.0	Comes to activity only after two or more reminders						
9.0	Comes to activity when called once.						
10.0	Present four out of five days per week. . .						
11.0	Comes to activity only after two or more reminders						
12.0	Comes to activity when called once.						
13.0	Present for entire school week.						
14.0	Comes to activity only after two or more reminders						
15.0	Comes to activity when called once.						
16.0	Goes to school without prompting.						
17.0	Comes to activity only after two or more reminders						
18.0	Comes to activity when called once.						

		1	2	3	4	5	6
19.0	Tells time at the hour (minute hand on 12). .						
20.0	Tells time at the quarter hour (15, 30, 45 minutes)						
21.0	Tells time to five-minute intervals						
22.0	Tells time to the minute.						
23.0	Independently comes to activity at specified time.						
24.0	Comes promptly, stays in proper area for specified time.						
25.0	Arrives at scheduled events on time (lunch, dinner appointments).						

3
FEEDING/EATING

IDENTIFYING BEHAVIORS:

Eats only blended or strained foods ● Thrusts food out of mouth with tongue ● Gags on foods ● Sucks food instead of chewing it ● Bites down on spoon when inserted into mouth ● Chews foods only partially before swallowing ● Swallows foods without chewing them ● Chews in other than rotary motion ● Takes large pieces of food into mouth without biting ● Eats with fingers ● Crumbles food in hand when finger feeding ● Drools while eating ● Spits out food ● Holds spoon/fork in fist rather than fingers ● Brings food sideways into mouth rather than straight ● Uses whole mouth to get food off spoon/fork rather than lips ● Spills food before it reaches mouth ● Spears food with fork unsuccessfully ● Moves head down to spoon when eating ● Uses inappropriate utensil for foods ● Tears open milk cartons, wrappers

Date of observation _____

		1	2	3	4	5	6
1.0	Opens mouth when physically stimulated by spoon held by another.						
2.0	Opens mouth voluntarily at the sight of food .						
3.0	Removes semi-liquid food from spoon with mouth when being fed--some rejection						
4.0	Removes semi-liquid food from spoon with lips when being fed--some rejection						
5.0	Allows spoon to be removed from mouth.						
6.0	Removes semi-solid food from spoon with mouth when being fed--some rejection						
7.0	Removes semi-solid food from spoon with lips when being fed--some rejection						
8.0	Retains all semi-solid and semi-liquid food from spoon without spitting, drooling, rejecting when being fed						
9.0	Moves food in mouth with tongue.						
10.0	Squeezes, smears pieces of finger food						
11.0	Eats pieces of finger food when offered by adult.						

		1	2	3	4	5	6
12.0	Holds finger foods.						
13.0	Grasps finger foods offered by adult and carries them to mouth						
14.0	Reaches for finger foods and carries them to mouth						
15.0	Separates finger foods by hand--pulls off pieces.						
16.0	Separates finger foods by mouth--bites off pieces.						
17.0	Carries finger foods to mouth and bites off smaller pieces.						
18.0	Swallows one bite of finger food before adding more to mouth						
19.0	Bites off appropriate size pieces of finger foods using teeth						
20.0	Reaches for spoon when being fed.						
21.0	Grasps spoon in fist.						
22.0	Rubs spoon across plate and licks spoon						
23.0	Chews and swallows semi-solid food. Jaw motion begins						
24.0	Chews and swallows pieces of finger food. Chews in rotary motion.						
25.0	Brings fist-held spoon to mouth. Inserts spoon						
26.0	Fills fist-held spoon						
27.0	Fills fist-held spoon, inserts spoon in mouth turns spoon in mouth.						
28.0	Fills fist-held spoon and inserts spoon in mouth without turning						
29.0	Eats, holding spoon in fist--some spilling. . .						
30.0	Eats, holding spoon in fingers with more than one finger independent of the palm and palm up (standard position)--some spilling.						

		1	2	3	4	5	6
31.0	Uses spoon held in fingers with precision: Separates large-sized foods, eats liquids, dips into foods using hand, arm, wrist actions --some spilling.						
32.0	Directs spoon held in fingers to mouth--some spilling						
33.0	Eats holding fork in fist with spilling. . . .						
34.0	Eats holding fork in fingers in standard position--some spilling.						
35.0	Uses fork held in fingers with precision: separates large-sized foods, dips into foods, spears foods using hand, arm and wrist actions						
36.0	Directs fork held in fingers to mouth--some spilling						
37.0	Directs food on spoon/fork into mouth without dropping any on way to mouth						
38.0	Fills spoon/fork with one mouthful of food at a time						
39.0	Swallows food in mouth before taking another bite						
40.0	Chews food thoroughly before swallowing. . . .						
41.0	Uses spoon for liquids and semi-solids; uses fork for solids.						
42.0	Serves self at table						
43.0	Spreads with knife (e.g., butter, jam)						
44.0	Cuts with knife.						
45.0	Cuts with knife and fork						
46.0	Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.).						
47.0	Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail, milk carton, thermos, push-top cans, plastic wrappers). . .						
48.0	Carries own tray through serving line.						
49.0	Serves self in cafeteria						

50.0 Manages to eat different types of foods: liquids, crisp foods, slippery foods, sticky foods, chewy foods, foods with liquid and solids, foods requiring large bites and chewing. . . . . .

1	2	3	4	5	6

4
DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ● Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink from water fountain unsuccessfully

Date of observation _____

		1	2	3	4	5	6
1.0	Sucks liquid from straw held by adult						
2.0	Takes liquids from cup/glass when cup held by adult						
3.0	Swallows liquids from cup/glass						
4.0	Retains liquids in mouth without dripping or drooling while drinking						
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult						
6.0	Helps tip cup to drink when cup held by adult						
7.0	Holds cup in two hands.						
8.0	Holds cup to drink when placed in two hands by adult.						
9.0	Lifts cup off table to drink using two hands - some spilling						
10.0	Lifts cup off table to drink using two hands without spilling						
11.0	Drinks from cup held to mouth with two hands without spilling						
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling						
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling						
14.0	Holds cup to drink when placed in one hand by adult.						
15.0	Lifts cup off table to drink using one hand some spilling						

		1	2	3	4	5	6
16.0	Sucks liquid from straw in glass using one hand.						
17.0	Lifts cup off table to drink using one hand without spilling.						
18.0	Drinks from cup held to mouth with one hand without spilling.						
19.0	Lifts cup off table, tips to mouth, drinks, using one hand without spilling						
20.0	Lifts cup off table, tips to mouth, drinks, replaces cup using one hand without spilling.						
21.0	Drinks liquids, taking one sip at a time. . .						
22.0	Drinks liquid from soft drink bottle or can .						
23.0	Refills glass from container holding less than a glass - some spilling.						
24.0	Refills glass from container holding less than a glass without spilling						
25.0	Refills glass from a container holding more than a glass without spilling						
26.0	Refills glass from a container using a handle without spilling						
27.0	Drinks from water fountain when turned on by adult.						
28.0	Turns faucet of water fountain.						
29.0	Turns faucet of water fountain and drinks at same time						
30.0	Pushes button to operate water fountain . . .						
31.0	Pushes button to operate water fountain and drinks at same time						
32.0	Pours liquid from teapot.						
33.0	Carries liquid in open container without spilling						
34.0	Pours liquid from one cup to another without spilling						

5
TOILETING

IDENTIFYING BEHAVIORS:

Wets or soils diapers, pants, frequently ● Avoids toileting accidents only with reminders ● Neglects to flush toilet ● Uses toilet tissue improperly ● Neglects to wash and dry hands after toileting ● Forgets to zip pants after toileting

Date of observation _____

		1	2	3	4	5	6
1.0	Maintains dry diapers/pants for at least two hours						
2.0	Moves bowels one or two times each day at generally the same times.						
3.0	Indicates by gesture, action, vocalization when wet and/or soiled (e.g., cries, pulls at pants, etc.)						
4.0	Sits on toilet when placed and supervised . .						
5.0	Sits on toilet when left alone.						
6.0	Uses toilet immediately after placed.						
7.0	Indicates by gesture, action, vocalization need to go to toilet (e.g., points toward bathroom, asks to be taken to bathroom,etc.).						
8.0	Flushes toilet as directed.						
9.0	Goes to, sits on or stands near toilet independently						
10.0	Goes to toilet at regular intervals without asking (e.g., after recess, before boarding bus).						
11.0	Attends to toilet needs without help except wiping.						
12.0	Tears toilet tissue as directed						
13.0	Flushes toilet, uses toilet tissue when necessary						
14.0	Goes to toilet when necessary with infrequent accidents						
15.0	Goes to toilet properly by self with no accidents						

	1	2	3	4	5	6
16.0 Adjusts clothing before leaving bathroom (zips, buttons, etc.)						
17.0 Washes and dries hands. Disposes of towel if necessary.						
18.0 Asks location of bathroom in new situation. .						
19.0 Obtains help with any toileting problem . . .						

6
GROOMING

IDENTIFYING BEHAVIORS:

Showers/baths only when reminded ● Refuses to use soap in washing or uses only water to wash self ● Dries hands/face/body only partially ● Neglects deodorant even when needed ● Showers/baths infrequently ● Washes self inadequately ● Forgets to wash certain areas of body ● Uses comb ineffectively ● Cleans fingernails only when reminded ● Neglects male/female personal hygiene ● Uses only cold water in washing ● Throws towel on floor when finished drying

Date of observation _____

		1	2	3	4	5	6
1.0	Goes to sink when requested/on own.						
2.0	Turns water on when requested/on own.						
3.0	Rubs hands in water when requested/on own . .						
4.0	Picks up soap when requested/on own						
5.0	Rubs soap on hands when requested/on own. . .						
6.0	Rinses all soap off hands when requested/on own						
7.0	Turns water off when requested/on own						
8.0	Rubs hands in towel when requested/on own . .						
9.0	Hangs towel after using or disposes of towel in wastebasket when requested/on own.						
10.0	Splashes face or uses cloth to wet when requested/on own.						
11.0	Washes face with soap when requested/on own .						
12.0	Rinses soap off face when requested/on own. .						
13.0	Dries face with towel when requested/on own .						
14.0	Washes hands and face and dries them without having to be reminded or checked						
15.0	Washes hands and face when soiled or at regular times.						
16.0	Gets into bath or shower.						

		1	2	3	4	5	6
17.0	Applies soap to cloth						
18.0	Washes neck area with soapy cloth						
19.0	Washes top and bottom of arms						
20.0	Washes, chest, stomach, sides of body						
21.0	Washes genital and crotch area.						
22.0	Washes legs and feet.						
23.0	Washes back						
24.0	Washes face and ears while in bath/shower . .						
25.0	Rinses off soap after washing						
26.0	Uses towel to partially dry body after washing						
27.0	Uses towel to dry entire body						
28.0	Allows hair to be washed.						
29.0	Assists while another washes hair						
30.0	Washes own hair using fingers to rub/massage scalp						
31.0	Uses proper amount of shampoo to wash hair. .						
32.0	Turns water on and off for shower/bath. . . .						
33.0	Plugs drain when necessary at sink, in bath .						
34.0	Bathes or showers when reminded						
35.0	Adjusts faucets to desired water temperature at sink or shower/bath.						
36.0	Puts comb/brush in hair						
37.0	Runs comb/brush through hair						
38.0	Allows hair to be cut						
39.0	Allows hair to be set - women						
40.0	Partially sets own hair - women						
41.0	Cleans fingernails using fingernail brush . .						

	1	2	3	4	5	6
42.0 Files/cuts own nails - hands and feet						
43.0 Applies deodorant in correct manner - spray, roll-on, pads, etc.						
44.0 Bathes or showers when necessary or at regular times.						
45.0 Combs hair when necessary. Checks placement in mirror						
46.0 Maintains clean, filed, cut fingernails . . .						
47.0 Uses a deodorant when necessary or at regular times.						
48.0 Cleans glasses, comb, brush when necessary. .						
49.0 Shaves self when necessary or at regular times						
50.0 Cares for personal hygiene needs during menstrual cycle - women; Changes pads and pants when necessary. Disposes of soiled pad in designated spot, flushes toilet, washes and dries hands, washes or places soiled clothing in wash						

7
DRESSING

IDENTIFYING BEHAVIORS:

Requires assistance in dressing ● Buttons, snaps, zips ineffectively ● Misaligns buttons ● Ties hard knot instead of bow ● Changes clothing infrequently ● Neglects to use protective clothing according to weather

Date of observation _____

		1	2	3	4	5	6
1.0	Cooperates passively when being dressed . . .						
2.0	Moves limbs to aid in dressing (e.g., holds out foot for shoe, arm for sleeve).						
3.0	Assists in getting dressed by passing or holding clothing.						
4.0	Identifies own clothing						
5.0	Partially closes one of the three front fasteners (e.g., pushes button halfway into hole, zips halfway up or pushes snaps together)						
6.0	Pulls t-shirt, undershirt and other pullover garments down over chest after head and arms put in by adult						
7.0	Puts one arm into sleeve of t-shirt and pulls over chest.						
8.0	Puts both arms into sleeves of t-shirt and pulls over chest						
9.0	Pulls t-shirt down over head, puts arms in sleeves and pulls over chest.						
10.0	Places head into neckhole and puts t-shirt on completely						
11.0	Closes one of three front fasteners - either buttons, zips or snaps.						
12.0	Pulls pants, briefs, and other pull-down garments up from hips to waist after pants pulled up to that point by adult.						
13.0	Pulls pants up from knees to waist.						
14.0	Pulls pants up from ankles to waist						

		1	2	3	4	5	6
15.0	Pulls pants up completely from floor to waist						
16.0	Puts hand through armhole of front-opened clothing						
17.0	Locates second armhole and puts hand and arm through it.						
18.0	Pushes arm into second sleeve and pulls clothing up to shoulders.						
19.0	Pulls two sides of front-opened clothing together.						
20.0	Fastens or attempts to fasten front-opened clothing.						
21.0	Tucks in or straightens front-opened clothing.						
22.0	Pulls sock up from heel to ankle after sock pulled up to that point by adult.						
23.0	Pulls sock up from sole to ankle.						
24.0	Pulls sock up from toes to ankle.						
25.0	Puts sock on completely						
26.0	Puts shoe on over heel after shoe placed near that position by adult.						
27.0	Puts shoe on over sole.						
28.0	Puts shoe on over toes.						
29.0	Puts shoe on completely						
30.0	Closes two of three front fasteners						
31.0	Obtains specified clothing items.						
32.0	Puts shoes on correct feet.						
33.0	Partially tightens shoe laces						
34.0	Obtains specified clothing items and puts some on without being told						
35.0	Pulls shoe laces tight - vertical pull.						

		1	2	3	4	5	6
36.0	Crosses shoe laces.						
37.0	Tightens laces - horizontal pull						
38.0	Ties laces into a knot.						
39.0	Makes a bow						
40.0	Tightens bow.						
41.0	Buttons, zips and snaps						
42.0	Puts on all clothing when told to do so . . .						
43.0	Manages to take off and/or put on ties, belts, sashes, bows,watches, jewelry						
44.0	Closes all fasteners even if small or on back or side of garment. Puts two-piece zippers together and zips up. Closes safety pins . .						
45.0	Dresses daily at designated times without being reminded (e.g., in the morning, after shower)						
46.0	Selects clean clothing, changes underclothes regularly						
47.0	Selects and uses protective clothing according to the weather, location, etc. (e.g., raincoat, boots, hat)						
48.0	Selects clothing for different occasions and locations						
49.0	Polishes shoes.						
50.0	Attempts to maintain a clean, neat appearance throughout the day.						

8
UNDRESSING

IDENTIFYING BEHAVIORS:

Resists being undressed ● Attempts to unbutton, unsnap, unzip unsuccessfully ● Pulls at bow instead of end of lace when untying ● Neglects to undress at appropriate times ● Removes clothing at inappropriate times ● Throws clothing on floor when undressing

Date of observation _____

		1	2	3	4	5	6
1.0	Cooperates passively when being undressed . .						
2.0	Moves limbs to aid in removal of clothing . . (e.g., holds out foot for shoe, arm for sleeve)						
3.0	Pulls socks off over toes after adult removes sock to that point.						
4.0	Pulls socks off over sole after socks removed to that point						
5.0	Pulls socks off over heel after socks removed to that point						
6.0	Pulls socks off completely.						
7.0	Pulls shoes off over toes after adult removes shoes to that point						
8.0	Pulls shoes off over sole after shoes removed to that point						
9.0	Pulls shoes off over heel after shoes removed to that point						
10.0	Pulls shoes off completely.						
11.0	Pulls off front-opened clothing over wrist (e.g., jacket, coat, shirt, blouse, dress) after adult removes clothing to that point .						
12.0	Pulls off front-opened clothing over forearm after clothing removed to that point.						
13.0	Pulls off front-opened clothing over elbow after clothing removed to that point.						
14.0	Pulls off front-opened clothing over shoulder after clothing removed to that point						

		1	2	3	4	5	6
15.0	Pulls off front-opened clothing over back after clothing removed to that point.						
16.0	Pulls off front-opened clothing from other arm after clothing removed to that point. . .						
17.0	Pulls front-opened clothing off completely. .						
18.0	Partially opens one of three front fasteners (e.g., pushes button halfway through hole, unzips halfway down or pulls at snaps) . . .						
19.0	Opens one of three front fasteners - either unbuttons, unzips or unsnaps.						
20.0	Pulls at untied lace and takes shoe off . . .						
21.0	Pulls at one lace to untie bow and takes shoe off						
22.0	Pulls pants, briefs, and other pull-down garments off over feet after adult removes pants to that point						
23.0	Pulls pants down from ankles and over feet after pants removed to that point						
24.0	Pulls pants down from knees and over feet after pants removed to that point						
25.0	Pulls pants down from hips and over feet after pants removed to that point						
26.0	Pulls pants down completely from waist and over feet						
27.0	Pulls t-shirt, undershirt, and other pull-over garments up over head after adult removes t-shirt to that point						
28.0	Pulls t-shirt off of one arm and over head after shirt removed to that point						
29.0	Pulls t-shirt off of both arms and over head after shirt removed to that point. . . .						
30.0	Pulls t-shirt off completely.						
31.0	Opens two of three front fasteners						
32.0	Unlaces shoes						
33.0	Unbuttons, unzips and unsnaps						

		1	2	3	4	5	6
34.0	Takes off all clothing when told to do so . .						
35.0	Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry						
36.0	Opens all fasteners even if small or on back or side of garment. Opens safety pins. . . .						
37.0	Undresses daily at designated times without being reminded (e.g., at night, before shower)						
38.0	Turns clothing right side out (e.g., socks, pants, shirts, etc.).						
39.0	Hangs clothing on hook and/or hanger.						
40.0	Puts soiled clothing in designated place. . .						
41.0	Folds clothing down middle.						
42.0	Folds clothing more than once						
43.0	Puts clean clothing in designated place (e.g., drawer, closet)						

9
NASAL HYGIENE

IDENTIFYING BEHAVIORS:

Allows nose to run continuously ● Blows nose only when asked/reminded ● Sneezes without covering nose and mouth

Date of observation _____

		1	2	3	4	5	6
1.0	Shows indications of being irritated by running nose (e.g., wrinkles nose up, cries, moves head)						
2.0	Acknowledges running nose by rubbing nose with hand or arm						
3.0	Attempts to clean up all nose drippings or leakage						
4.0	Wipes all drippings or leakage from around nose with arm or hand						
5.0	Wipes around nose using tissue/handkerchief if reminded						
6.0	Wipes around nose using tissue/handkerchief independently						
7.0	Places tissue over bridge of nose and holds one nostril closed.						
8.0	Blows into tissue						
9.0	Pinches tissue off end of nose						
10.0	Wipes nose dry with clean part of tissue . .						
11.0	Repeats blowing procedure with other nostril.						
12.0	Disposes of tissue or folds handkerchief and returns it to pocket.						
13.0	Blows nose on request						
14.0	Uses tissue to blow nose when reminded. . . .						
15.0	Indicates need for handkerchief to blow nose.						
16.0	Blows nose independently when necessary . . .						
17.0	Covers mouth with tissue or hand when sneezing						

	1	2	3	4	5	6
18.0 Uses tissue at all necessary times.						

10
ORAL HYGIENE

IDENTIFYING BEHAVIORS:

Swallows rinse water ● Applies an excess or inadequate amount of toothpaste to brush ● Brushes using improper strokes ● Chews on toothbrush ● Neglects to turn off water when finished brushing

Date of observation _____

		1	2	3	4	5	6
1.0	Tolerates brushing of own teeth by others, but does not brush own teeth.						
2.0	Locates and takes own toothbrush, paste to bathroom sink						
3.0	Removes cap from toothpaste tube.						
4.0	Puts toothpaste on brush (may be inappropriate amount)						
5.0	Turns on water.						
6.0	Wets toothbrush and paste						
7.0	Brushes back teeth with horizontal motion . .						
8.0	Bites down and brushes front teeth with vertical motion						
9.0	Brushes teeth retaining paste, saliva in mouth						
10.0	Spits toothpaste out.						
11.0	Fills cup/glass with water.						
12.0	Rinses mouth out without swallowing water . .						
13.0	Expells water into sink						
14.0	Rinses toothbrush						
15.0	Turns off water						
16.0	Wipes mouth and hands dry						
17.0	Replaces cap on toothpaste tube						
18.0	Replaces or disposes of cup						

		1	2	3	4	5	6
19.0	Returns toothbrush, paste to designated container/location						
20.0	Uses proper amount of toothpaste.						
21.0	Uses proper brushing strokes.						
22.0	Brushes after meals or at designated times. .						
23.0	Obtains help when tooth hurts, cavity is suspected, dental floss needed, etc						
24.0	Goes for teeth check-ups periodically						

11
SELF-IDENTIFICATION

IDENTIFYING BEHAVIORS:

Confuses body parts ● Fails to name family members, relations, friends ● Recites address incorrectly or only partially ● Reports phone number incorrectly ● Confuses right and left hands ● Confuses Male - Female labels ● Omits personal information on job application form

Date of observation _____

		1	2	3	4	5	6
1.0	Responds to name when called (e.g., turns head, moves eyes, moves toward speaker) . . .						
2.0	Points to own mouth, eyes						
3.0	Points to own nose, feet						
4.0	Identifies self by first name						
5.0	Points to own hair, hands, ear, head, legs, arms.						
6.0	Points to own fingers, toes, stomach, back, knees						
7.0	Identifies own image in mirror.						
8.0	Points to teeth, heels, fingernails, chin . .						
9.0	Identifies self in photograph/ in group photograph.						
10.0	Points to back, front, sides of body						
11.0	Points to mouth, eyes, nose, feet on other person.						
12.0	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin .						
13.0	Points to own property (e.g, desk, chair, clothing, pencils, crayons, books, toys). . .						
14.0	Tells own sex						
15.0	Draws picture of own face/whole body with proportional body parts in correct places. . . .						
16.0	Tells own first and last name						

		1	2	3	4	5	6
17.0	Tells own age						
18.0	Names siblings.						
19.0	Categorizes family members in correct sex group (e.g., says that mommy is a girl not a boy).						
20.0	Tells names of friends, members of class, aunts, uncles, cousins, etc..						
21.0	Tells month of birth.						
22.0	Tells street name and town in address						
23.0	Tells father's and mother's first and last name.						
24.0	Points to 25 of the following body parts: ear, eye, hand, leg, arm, finger, elbow, chin, eyelash, eyebrow, ankle, heel, toe, neck, tongue, waist, hair, back, stomach, teeth, knee, mouth, lips, fingernail, forehead, thigh, hip, chest, calf, wrist, heart, eyelid, shoulders, thumb, cheek, palm						
25.0	Tells parents' employer or place of work. Tells parents occupations						
26.0	Tells house number, street, and town.						
27.0	Recites telephone number						
28.0	Tells month and day of birth.						
29.0	Points to own right and left hands/to right and left on others.						
30.0	Uses left and right to direct others in concrete situation. (e.g., to go through that door do I right turn or left?)						
31.0	Names 25 body parts (see #24)/35 body parts .						
32.0	Tells hobbies, interests.						
33.0	Tells number, street, city, state, zip code in address.						
34.0	Tells how 25 body parts are related to one another (e.g., what is your hand connected to?).						

	1	2	3	4	5	6
35.0 Tells birthplace (state).						
36.0 Tells month, day, year of birth						
37.0 Tells city/town of birth.						
38.0 Points to objects in front of, behind, beside self.						
39.0 Points to objects to the left/to the right of self.						
40.0 Locates self in relation to other objects. (e.g., Are you to the left or to the right of the door?).						
41.0 Tells how 35 body parts function (e.g. elbow bends, heart pumps)						
42.0 Uses left or right to direct other in abstract situation (e.g. how do I get to your house from here?)						
43.0 Tells height and weight						
44.0 Tells schooling information (e.g. schools attended, dates, diploma) Tells job experience (e.g. title, organization, salary).						
45.0 Tells parents' birth places.						
46.0 Tells or locates drivers license #/social security #.						
47.0 Tells credentials, licenses, training certificates, awards held.						
48.0 Tells references, names, and addresses. . . .						
49.0 Discusses own strengths and weaknesses. . . .						
50.0 Discusses own hierarchy of values (e.g. honesty, appearance, intelligence, personality etc.)						

12
SENSORY PERCEPTION

IDENTIFYING BEHAVIORS:

Avoids touching, picking up, holding objects ● Avoids touching wet objects/substances ● Discriminates shapes, izes, textures only with the aid of visual cues ● Confuses different tastes

Date of observation _____

		1	2	3	4	5	6
1.0	Picks up object briefly and drops.						
2.0	Picks up object and holds.						
3.0	Picks up object and sticks in mouth; licks, sucks.						
4.0	Picks up object and bangs it against another object or self						
5.0	Picks up object and turns in hand.						
6.0	Picks up object and throws it.						
7.0	Picks up object and rubs, pinches, smooths or pats it						
8.0	Picks up object and takes parts off/out. Puts parts in/on.						
9.0	Turns object over and around						
10.0	Holds object to light.						
11.0	Pushes/pulls object.						
12.0	Sits on/in, stands on/in object.						
13.0	Sits under/stands under object						
14.0	Explores density, resistance, texture, temperature of wet objects/substances (e.g., finger paint, suds, bubbles, water, sponge)						
15.0	Points to area of body recently touched by another.						
16.0	Matches through tactile cues (e.g., using texture bag or blindfold) like objects that are big and small.						

		1	2	3	4	5	6
17.0	Matches through tactile cues like objects that are long and short.						
18.0	Matches through tactile cues like objects that are straight and curved						
19.0	Matches through tactile cues like objects that are square and round.						
20.0	Matches through tactile cues like objects that are circular, triangular, rectangular, diamond shaped.						
21.0	Matches through tactile cues like objects that are flat/thin and wide/fat.						
22.0	Matches through tactile cues like objects that are wet and dry						
23.0	Matches through tactile cues like objects that are hot and cold.						
24.0	Matches through tactile cues like objects that are sticky and non-adhesive						
25.0	Matches through tactile cues like objects that are hard and soft						
26.0	Matches through tactile cues like objects that are rough and smooth.						
27.0	Matches through tactile cues like objects that are wrinkled/bumpy and smooth						
28.0	Matches through tactile cues like objects that are sharp and dull.						
29.0	Matches through tactile cues like objects that are light and heavy						
30.0	Chooses through tactile cues small object on request from group of five objects (e.g., using texture bag or blindfold)						
31.0	Chooses through tactile cues long/short object on request from group of five objects						
32.0	Chooses through tactile cues straight/curved object on request from group of five objects. .						
33.0	Chooses through tactile cues square/round object on request from group of five objects						

		1	2	3	4	5	6
34.0	Chooses through tactile cues triangular/rectangular/diamond shaped object on request from group of five objects.						
35.0	Chooses through tactile cues flat/thin/wide/fat object on request from group of five objects . .						
36.0	Chooses through tactile cues wet/dry object on request from group of five objects						
37.0	Chooses through tactile cues hot/cold object on request from group of five objects						
38.0	Chooses through tactile cues sticky/non-adhesive object on request from group of five objects . .						
39.0	Chooses through tactile cues hard/soft object on request from group of 5 objects						
40.0	Chooses through tactile cues rough/bumpy/wrinkled/smooth object on request from group of five objects.						
41.0	Chooses through tactile cues sharp/dull object on request from group of five objects.						
42.0	Chooses through tactile cues light/heavy object on request from group of five objects.						
43.0	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects . .						
44.0	Chooses through smell and taste cues burnt substances or objects.						
45.0	Chooses through smell and taste cues sour substances or objects						
46.0	Chooses through smell and taste cues salty substances or objects.						
47.0	Chooses through smell and taste cues bitter substances or objects.						

13
AUDITORY PERCEPTION

IDENTIFYING BEHAVIORS:

Does not react to speech or noise ● Attends to all sounds equally (e.g., reports no dominant sounds) ● Attends to sounds other than teacher speaking ● Repeats verbal sequences incorrectly (stories, poems, symbols) ● Does not follow directions ● Does not discriminate gross/fine differences in sounds ● Categorizes sounds incorrectly ● Repeats melodies, rhythms incorrectly

Date of observation _____

		1	2	3	4	5	6
1.0	Startles in response to sudden loud sound. . . .						
2.0	Turns head toward source of loud sound						
3.0	Attends to dominant sound while other sounds present--foreground-background stabilization . .						
4.0	Stops activity momentarily when sound is made. .						
5.0	Reaches or turns toward noise made behind head .						
6.0	Responds within 5 seconds to single speaker by looking directly at him.						
7.0	Reacts positively (e.g., smiles, waves arms, goo's) to soft-toned sounds.						
8.0	Reacts negatively (e.g., temporarily lessens activity; cries) to harsh-toned sounds						
9.0	Points in general direction of source of sound .						
10.0	Changes activity with change in sound--possibly inappropriate (e.g., when bell rings, stops playing.						
11.0	Imitates physical gestures when word or phrase paired with that gesture is spoken (e.g., adult says bye-bye and child waves).						
12.0	Matches environmental sounds--chooses from group the sound similar to one presented						
13.0	Sorts environmental sounds into groups without identifying class.						

		1	2	3	4	5	6
14.0	Points to specific source of sound when typical sound of that object is made (e.g., drum, whistle, dog)						
15.0	Identifies sounds as near or far, up or down . .						
16.0	Responds appropriately to sound patterns associated with various activities (e.g., puts away materials when piano plays certain sequence of notes)						
17.0	Identifies sounds, words just spoken						
18.0	Identifies loud and soft sounds.						
19.0	Identifies different notes as being high or low sounds						
20.0	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.)						
21.0	Repeats simple words						
22.0	Repeats nonsense words						
23.0	Identifies differences in unlike speech sounds --m, g, t, p--when in isolation.						
24.0	Identifies differences in similar speech sounds --f, s, v, th--when in isolation						
25.0	Identifies where sound differences occur in words (e.g., initial, medial, final sounds). . .						
26.0	Identifies initial sounds of words						
27.0	Identifies initial and final sounds of words . .						
28.0	Identifies initial, medial and final sounds of words (e.g., tells where p-sound occurs in pail, hop)						
29.0	Repeats tapped rhythms						
30.0	Repeats melody						
31.0	Identifies component sounds of words (P/ă/t) . .						
32.0	Identifies consonant sounds of a spoken word . .						
33.0	Identifies vowel sounds of a spoken word						

		1	2	3	4	5	6
34.0	Identifies consonant blends of separate letters (e.g., b + l = bl)						
35.0	Identifies number of sounds per blend (e.g., 2 sounds in bl).						
36.0	Identifies number of sounds per word						
37.0	Identifies order of sounds in word						
38.0	Identifies fine differences in words (e.g., bat and bad)						
39.0	Identifies and forms words that rhyme.						
40.0	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy)						
41.0	Tells recently told story maintaining original sequence						
42.0	Repeats poem just spoken						
43.0	Recalls story recited in past (e.g., one period, one day, last year).						
44.0	Repeats set of symbols backwards (e.g., digits, letters, words).						
45.0	Recalls poem recited in past						
46.0	Repeats set of mixed symbols (e.g., X, Q, 3, dog)						
47.0	Corrects own mispronunciation when reading aloud.						

14
VISUAL MOTOR I

IDENTIFYING BEHAVIORS:

Loses track of moving object when it crosses midline ● Follows objects using both eye and head movements ● Grasps using gross movements of one or both hands ● Squeezes and releases objects only with assistance ● Manipulates blocks ineffectively ● Has difficulty stringing beads ● Displays little eye-hand coordination

Date of observation _____

		1	2	3	4	5	6
1.0	Responds to light when introduced into room (e.g., turns head in direction).						
2.0	Follows moving object with eyes and head. Fixates on object momentarily.						
3.0	Follows moving object (with eyes and head) on its horizontal path from side of body to midline (90^0 arc).						
4.0	Follows moving object (with eyes and head) on its diagonal path from side of body to midline (90^0 arc).						
5.0	Follows moving object (with eyes and head) on its horizontal path from one side of body to other (180^0 arc).						
6.0	Follows moving object (with eyes only--no head movement) on its path from one side of body to other (180^0 arc).						
7.0	Follows moving object (with eyes only) until it disappears from view (e.g., behind a screen).						
8.0	Follows object moving in circular path (with eyes only.						
9.0	Follows moving object held 18 inches from eyes (with eyes only).						
10.0	Follows moving object along floor ten feet away (with eyes only)						
11.0	Follows dangling object on string ten feet away (with eyes only).						
12.0	Fixates eyes on object/picture for 10 seconds. .						

		1	2	3	4	5	6
13.0	Extends fingers.						
14.0	Reaches to midline of body with elbow extension.						
15.0	Grasps using gross movement of both hands. . . .						
16.0	Reaches across midline of body with elbow and fingers extended						
17.0	Grasps rattle, finger, etc., with one hand . . .						
18.0	Reaches toward object(s)						
19.0	Moves hands together (in unison) as in clapping.						
20.0	Leaves hands predominantly open						
21.0	Squeezes items placed in hand.						
22.0	Uses fingers in gross movements to grasp objects						
23.0	Releases or drops objects from grasp						
24.0	Transfers objects from hand to hand.						
25.0	Bangs together two objects held in hands						
26.0	Pulls jumbo pegs out of pegboard						
27.0	Uses thumb in opposition with all fingers to grasp.						
28.0	Uses wrist in side-to-side movement (e.g., rings bell).						
29.0	Places index finger in small hole.						
30.0	Takes objects out of container with one hand . .						
31.0	Squeezes object in one hand.						
32.0	Puts objects in container with one hand.						
33.0	Uses thumb in opposition with two fingers to grasp.						
34.0	Grasps flat or thin objects using one hand . . .						
35.0	Picks up small objects between thumb and index finger						
36.0	Reaches across midline of body using thumb and index finger to pick up objects.						

		1	2	3	4	5	6
37.0	Builds tower of two blocks						
38.0	Places round object in round hole.						
39.0	Builds tower of 3-4 blocks						
40.0	Builds tower of 5-6 blocks						
41.0	Strings large beads.						
42.0	Rolls clay into snake shape.						
43.0	Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.						
44.0	Matches like objects						
45.0	Matches the three primary colors--red, blue, yellow						
46.0	Matches long and short objects						
47.0	Matches big and little objects						
48.0	Matches circles, squares, triangles, diamonds. .						
49.0	Matches above shapes to proper holes on formboard.						
50.0	Puts together simple puzzles						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Visual Motor II is a continuation of Visual Motor I.

15
VISUAL MOTOR II *

IDENTIFYING BEHAVIORS:

Has difficulty cutting with scissors, sharpening pencil, folding paper ● Dissociates component parts of letters (e.g., writes boy as lɔ o ʏ) ● Reverses letters in words, numbers (e.g., SAW = WAS) ● Mirrors letters (e.g., reads or writes b for d, p for q) ● Interchanges foreground, background (e.g., reports dominant object in visual field as background) ● Does not identify/match shapes, letters ● Confuses letters/words that look alike (bed for bad) ● Does not report same form when position/setting changes (e.g., book on side not reported as book when on end) ● Visually rotates object, picture, word, design (e.g., reports horizontal object in vertical position) ● Fixates on visual detail to exclusion of whole (e.g., reports tail and not rabbit) ● Copies from model incorrectly (e.g., design, picture, letters) ● Does not report missing parts of picture ● Does not reproduce previously viewed pattern or does so incorrectly ● Does not identify whole when only one part in view ● Does not discriminate likes/differences in size, shape, color ● Skips sections on tests, workbooks ● Inaccurately recounts occurences

Date of observation _____

		1	2	3	4	5	6
1.0	Spreads paste randomly on paper. Places another paper on top to stick.						
2.0	Paints with large brush.						
3.0	Folds paper with definite crease						
4.0	Cuts paper with scissors						
5.0	Rolls clay into ball						
6.0	Threads large needle through wide hole						
7.0	Strings small beads.						
8.0	Places small pegs in holes on board.						
9.0	Spreads paste on one side of paper and turns over to stick it to another paper.						

		1	2	3	4	5	6
10.0	Builds tower of nine blocks or more.						
11.0	Builds five-block bridge						
12.0	Cuts out pictures following general shape. . . .						
13.0	Cuts across paper following straight line/ curved line.						
14.0	Cuts out small square/triangle/circle.						
15.0	Cuts fringe.						
16.0	Winds thread on spool evenly						
17.0	Sharpens pencil.						
18.0	Folds paper in half with edges meeting						
19.0	Cuts cloth with scissors						
20.0	Cuts out complex pictures following outlines . .						
21.0	Places key in lock and opens lock.						
22.0	Threads standard-sized needle.						
23.0	Locates up, down/on, in, out/under, over/top, bottom/by, beside/before, after/above, below/ behind, front/around/through						
24.0	Matches six colors/over six colors						
25.0	Matches objects of various shades from dark to light.						
26.0	Matches objects of various intensities from bright to dull						
27.0	Finds target object from pictured group of grossly different objects (e.g., hat, car, flower, shoe).						
28.0	Finds target object from pictured group of similar objects (e.g., collie, shepherd, poodle, beagle						
29.0	Points to specified object to left/to right. . .						
30.0	Finds two objects in picture and connects them with a line.						

		1	2	3	4	5	6
31.0	Makes fine discriminations in size--to the 1/2 inch.						
32.0	Makes discriminations in size to the 1/4 inch . .						
33.0	Makes discriminations in size to the 1/8 inch . .						
34.0	Identifies missing or incongruous element of picture						
35.0	Identifies look-alike words correctly						
36.0	Puts together complex puzzles						
37.0	Strings small beads reproducing color and shape sequence.						
38.0	Scans horizontal line of objects left to right. .						
39.0	Reproduces number, direction and color of peg-board design.						
40.0	Makes fine visual discriminations--matches letters that look very similar (e.g., b, d, and p; n, u, and v)						
41.0	Copies-from model-letters, numbers in correct sequence.						
42.0	Reproduces previously viewed letters, numbers in correct sequence						
43.0	Reproduces previously viewed complex pattern/ design correctly.						
44.0	Reports dominant object in visual field as such .						
45.0	Identifies whole object/design when part viewed .						
46.0	Reports whole picture as well as details.						
47.0	Recalls three objects after 10-second exposure. .						
48.0	Recalls three objects after 10-second exposure when more than one minute has elapsed						
49.0	Recalls five objects after 10-second exposure . .						
50.0	Recalls ten objects after 10-second exposure. . .						

* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Visual Motor II is a continuation of Visual Motor I

16
GROSS MOTOR I *

IDENTIFYING BEHAVIORS:

Shows no protective behavior (e.g., does not extend arms when falling) ● Shows no reflexive righting behavior ● Shows no movement from back, side, stomach positions ● Walks only with physical assistance ● Walks on tiptoes ● Avoids walking up and/or down incline or stairs ● Falls off side of chair if not supported ● Slides forward on chair if not supported

Date of observation _____

		1	2	3	4	5	6
1.0	Holds head up and steady when held against shoulder.						
2.0	Uses simple hand movements to the side.						
3.0	Lifts head when lying flat on stomach						
4.0	Shows protective behavior (e.g., extends arms when falling.						
5.0	Uses reflexive arm and leg thrusts/voluntary arm and leg thrusts						
6.0	Creeps while flat on stomach using random motion.						
7.0	Creeps from stomach position using arms together, legs together						
8.0	Holds head steady and erect when lifting head . .						
9.0	Turns from side to back						
10.0	Turns over by self from stomach to back/from back to side.						
11.0	Supports self on extended elbows.						
12.0	Sits if supported by pillow, chair, etc.						
13.0	Uses arms to raise trunk from stomach position. .						
14.0	Shifts weight on extended arms to reach. Reaches to one side						
15.0	Pulls self to sitting position and sits alone without aid for 10 seconds/30 seconds/1 minute. .						

		1	2	3	4	5	6
16.0	Bounces up and down in sitting position.						
17.0	Rocks back and forth (e.g., in rocking chair). .						
18.0	Rolls from back to side to stomach using arms for thrust						
19.0	Creeps reciprocally from stomach position using right hand and left leg together, left hand and right leg together						
20.0	Assumes crawling position. Crawls on hands and knees using random movement.						
21.0	Pulls self to standing position. Stands with support						
22.0	Crawls using both hands together, both knees together (i.e., like a rabbit hop)						
23.0	Crawls reciprocally using right hand and left knee together, left hand and right knee together						
24.0	Takes simple stepping movements with aid						
25.0	Sits down from standing position with aid. . . .						
26.0	Rolls a large ball when seated on floor.						
27.0	Uses smooth stepping movements to walk with aid (hands held by adult).						
28.0	Stands alone without aid. Stands from sitting or lying position.						
29.0	Walks forward alone.						
30.0	Pushes and pulls doors open and closed						
31.0	Climbs onto chair/onto small wheel toy						
32.0	Walks backward for 3 feet/sideways for 3 feet. .						
33.0	Completes a sideways(log) roll						
34.0	Walks up and down stairs using rail, both feet on each step/without rail.						
35.0	Runs a distance of 10 feet						
36.0	Tosses a large ball with both hands underhand. .						

		1	2	3	4	5	6
37.0	Kicks a large stationary ball without falling .						
38.0	Begins a simple somersault.						
39.0	Walks up and down a 15-degree incline						
40.0	Stands on one foot holding support.						
41.0	Climbs up and down ladder one rung at a time. .						
42.0	Bends over to pick up objects without falling .						
43.0	Squats, maintaining balance						
44.0	Walks ten feet pushing and pulling a wagon-type object						
45.0	Catches a large ball thrown from 5 feet by pushing it with arms against body						
46.0	Jumps from bottom step (12 inches high), feet together.						
47.0	Stands on tiptoe for 10 seconds						
48.0	Walks two steps on 4-inch wide paper line/on 4-inch wide beam.						
49.0	Walks 20-foot diameter circle staying on path .						
50.0	Walks up and down stairs using rail, alternate feet/without rail						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Gross Motor II is a continuation of Gross Motor I.

17
GROSS MOTOR II *

IDENTIFYING BEHAVIORS:

Bumps into objects while walking/running ● Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle ● Misses a large or small ball thrown to him ● Walks, runs with unsteady/clumsy movements ● Has difficulty performing simple acrobatic stunts ● Performs poorly if at all in team sports ● Throws ball in undirected fashion ● Has difficulty keeping afloat in water

Date of observation _____

		1	2	3	4	5	6
1.0	Tosses a large ball in air and catches it with hands, body.						
2.0	Bounces a large ball on floor and catches it with hands, body						
3.0	Throws a large ball--in general direction intended--from chest position with two hands . .						
4.0	Throws a large ball against wall and catches it with hands, body.						
5.0	Catches with hands and body a large ball thrown by another from 5 feet						
6.0	Catches with hands a large ball thrown by another from 5 feet.						
7.0	Kicks a stationary ball using a two-step start .						
8.0	Jumps forward 3-foot distance, feet together/ backward 3 feet.						
9.0	Balances on one foot for 5 seconds, with eyes open, arms out to sides/arms folded in front . .						
10.0	Balances on one foot for 5 seconds, with eyes closed, arms out to sides/arms folded in front .						
11.0	Attempts to skip						
12.0	Performs complete somersault						
13.0	Maintains momentum on swing.						
14.0	Rides tricycle						

		1	2	3	4	5	6
15.0	Gallops forward and backward.						
16.0	Runs a 20-foot distance, breaking stride and rhythm.						
17.0	Runs through an obstacle course, avoiding objects/persons in path						
18.0	Walks 10 feet carrying an object which blocks view of floor						
19.0	Lifts torso from ground to complete one sit-up.						
20.0	Walks 12 feet on 4-inch wide beam without stepping off.						
21.0	Lifts body with knees on floor to complete one girl's push-up.						
22.0	Touches toes while in sitting position, legs outstretched.						
23.0	Lifts body from floor to complete one boy's push-up						
24.0	Walks up and down stairs carrying a breakable object.						
25.0	Hops 3-foot/5-foot/15-foot distance on one foot						
26.0	Hangs from bar using overhead grip for 5 seconds						
27.0	Hangs from laddered bars and swings across. . .						
28.0	Strikes with bat a large stationary ball/large rolled ball/large bounced ball.						
29.0	Strikes with hand a large ball thrown from 5 feet/strikes with bat ball thrown from 5 feet .						
30.0	Propels, rides and steers a wagon						
31.0	Rides bicycle with training wheels.						
32.0	Maintains chin-up position while hanging on bar for 5 seconds						
33.0	Jumps over 6-inch high rope, feet together. . .						
34.0	Hops on each foot two times in place.						

		1	2	3	4	5	6
35.0	Throws small ball 25 feet using cross-lateral shift of body weight.						
36.0	Runs 50-yard dash within 10 seconds						
37.0	Strikes with bat a small ball thrown from 5 feet.						
38.0	Stands up within 5 seconds after lying on back without losing balance.						
39.0	Runs up to and kicks a large moving ball. . . .						
40.0	Jumps over 15-inch high rope, feet together . .						
41.0	Jumps or skips rope						
42.0	Leaps over objects in obstacle course						
43.0	Rides standard-sized bicycle.						
44.0	Catches a small ball thrown from 20 feet. . . .						
45.0	Throws a small ball 50 feet						
46.0	Jumps forward five-foot distance, feet together/ backward 5-foot distance, feet together						
47.0	Skips using alternate feet forward/backward. Completes 10 jumping jacks or side-straddle hops.						
48.0	Floats in water. Swims using arms and legs . .						
49.0	Participates actively in team sports requiring varied skills (e.g., softball, football, volleyball, basketball, etc.)						
50.0	Performs gymnastic feats (e.g., backward roll head stand, backbend, cartwheel, hand stand). .						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand Gross Motor II is a continuation of Gross Motor I.

10
PRE-ARTICULATION

IDENTIFYING BEHAVIORS:

Drools ● Uses motion of head, not tongue, to lick ● Does not blow ● Blows in undirected, uncontrolled fashion ● Vocalizes while inhaling ● Sucks liquid from straw ineffectively ● Does not point or manipulate tongue ● Points tongue in specified direction only with aid of lips ● Demonstrates little/no lip movement or control ● Does not purse lips to kiss ● Uses one- and two-syllable sounds without inflections ● Maintains open mouth position at inappropriate times ● Displays poor muscle control of neck, trunk, head, cheeks (e.g., tenses body while vocalizing) ● Eats baby food only ● Rejects textured food ● Does not chew or bite ● Grunts or uses one sound for all communication

Date of observation _____

		1	2	3	4	5	6
1.0	Breathes from diaphragm in imitation or on request						
2.0	Maintains established rhythmic breathing pattern from diaphragm (e.g., completes exhalation before additional inhalation)						
3.0	Produces vocal sound on exhalation						
4.0	Sucks liquid from a straw ineffectively (e.g., spilling, drooling)						
5.0	Sucks liquid from a straw getting all liquid into mouth						
6.0	Uses teeth for biting						
7.0	Uses teeth for chewing						
8.0	Chews in rotary motion						
9.0	Moves food from side to side in mouth						
10.0	Controls drooling and saliva flow while eating						
11.0	Swallows biteful of food after chewing						
12.0	Looks at mouth to get cues for sound production						

		1	2	3	4	5	6
13.0	Blows and vocalizes in non-specific direction						
14.0	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower).						
15.0	Blows in specified direction (e.g., straight out, to side)						
16.0	Opens and closes mouth in imitation or on request						
17.0	Controls saliva. Prevents drooling						
18.0	Presses lips together in imitation or on request						
19.0	Purses or rounds lips in imitation or on request (e.g., kisses a doll)						
20.0	Places teeth together in biting position on imitation or request.						
21.0	Moves tongue past lip-line in any direction to outside of mouth						
22.0	Moves tongue flat out of mouth in relaxed position.						
23.0	Points tongue straight out of mouth in tensed position.						
24.0	Points tongue up and down with aid of lips to give direction						
25.0	Points tongue up and down without aid of lips to give direction.						
26.0	Points tongue side to side with aid of lips to give direction.						
27.0	Points tongue side to side without aid of lips to give direction						
28.0	Licks upper lip with one continuous lick keeping tongue on lip at all times.						
29.0	Licks lower lip with one continuous lick keeping tongue on lip at all times						
30.0	Licks upper lip with short, staccato movements						
31.0	Licks lower lip with short, staccato movements						

		1	2	3	4	5	6
32.0	Places lower lip under upper teeth.						
33.0	Places teeth/jaws in partially opened position (e.g., within two finger-widths' distance together)						
34.0	Places tongue between teeth						
35.0	Places tongue behind upper teeth.						
36.0	Places tongue against roof of mouth						
37.0	Maintains closed mouth position except for eating, drinking, talking, etc.						
38.0	Imitates speech movements without sound production						
39.0	Cries using sounds that change in pitch to indicate change in bodily state (e.g., hunger, wetness, pain).						
40.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts).						
41.0	Makes any vowel-like sound.						
42.0	Makes any vowel-like sound with high-low or up-down inflection.						
43.0	Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga).						
44.0	Makes consonant and vowel sound with inflection.						
45.0	Imitates sounds without meaning						
46.0	Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo).						
47.0	Uses meaningless syllables (jargon speech) as though they were meaningful.						
48.0	Uses one-syllable sound for an object/person (e.g., wa for water).						
49.0	Uses a two-syllable sound for an object/person (e.g., wa-wa for water, ma-ma for mother)						
50.0	Says first intelligible, spontaneous word . .						

19
ARTICULATION +

IDENTIFYING BEHAVIORS:

Omits sounds in words● Substitutes one sound for another in words● Distorts sounds in words● Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds● ● Makes unintelligible sounds● Speaks in muffled, garbled, unclear manner

Date of observation _____

		1	2	3	4	5	6
1.0	Makes all long vowels in isolation (e.g., ā in date, ē in beat, ī in side, ō in bone, ü in rüle).						
2.0	Makes all short vowels in isolation (e.g., a in mat, e in bed, i in tip, ä in car and cot, ə in drum, yu in fury).						
3.0	Uses all long vowels with m to form consonant-vowel nonsense syllables (e.g., mē, etc.)						
4.0	Uses all long vowels with p, b to form consonant-vowel nonsense syllables (e.g., pē, bē)						
5.0	Uses all short vowels with m, b, p to form consonant-vowel nonsense syllables (e.g., mä, pä, bä, etc.)						
6.0	Makes all vowel diphthongs in isolation (e.g., au in out, oi in coil, u in book, o in saw, ai in bite, ju in use).						
7.0	Uses all long vowels with h, w, hw, (wh) to form consonant-vowel nonsense syllables						
8.0	Uses all short vowels with h, w, hw (wh) to form consonant-vowel nonsense syllables. . .						
9.0	Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables.						
10.0	Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables						
11.0	Uses all diphthongs with m, p, b to form consonant-vowel nonsense syllables.						

		1	2	3	4	5	6
12.0	Uses all diphthongs with h, w, hw (wh) to form consonant-vowel nonsense syllables. . .						
13.0	Uses all diphthongs with t, d, k, g to form consonant-vowel nonsense syllables.						
14.0	Uses consonant sounds m, p, b, t, d, k, g, h, w, hw in the initial position in one-syllable words.						
15.0	Uses above consonant sounds in the initial position in two-syllable words.						
16.0	Uses all vowels (long, short, diphthongs) with m, p, b to form vowel-consonant nonsense syllables						
17.0	Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables.						
18.0	Uses m, p, b, t, d, k, g in the final position in one-syllable words						
19.0	Uses m, p, b, t, d, k, g in the final position in two-syllable words						
20.0	Uses all vowels (long, short, diphthongs) with f and v to form consonant-vowel nonsense syllables						
21.0	Uses all vowels with f and v in initial position in one-syllable words.						
22.0	Uses all vowels with f and v to form vowel-consonant nonsense syllables.						
23.0	Uses f and v in final position in one-syllable words						
24.0	Uses f and v in initial and final position in two-syllable words.						
25.0	Uses all above vowels and consonants in medial position in two-syllable words.						
26.0	Uses all above vowels and consonants in medial position in three-syllable words.						
27.0	Uses all vowels (long, short, diphthongs) with s, z (zone), zh (vision), sh, ch, th (thin and that) to form consonant-vowel nonsense syllables.						

		1	2	3	4	5	6
28.0	Uses all vowels with s, z, zh, sh, ch, th in initial position in one-syllable words . . .						
29.0	Uses all vowels with s, z, zh, sh, ch, th to form vowel-consonant nonsense syllables. . .						
30.0	Uses s, z, zh, sh, ch, th in final position in one-syllable words						
31.0	Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words.						
32.0	Uses all vowels (long, short, diphthongs) with n, r, l, j, y to form consonant-vowel nonsense syllables.						
33.0	Uses all vowels with n, r, l, j, y in initial position in one-syllable words.						
34.0	Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables						
35.0	Uses n, ng, r, l, j, y in final position in one-syllable words.						
36.0	Uses n, ng, r, l, j, y in initial and final position in two-syllable words.						
37.0	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in one-syllable words. . . .						
38.0	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words. . . .						
39.0	Uses all consonant and vowel sounds in all positions within one-syllable words						
40.0	Uses all consonant and vowel sounds in all positions within two-syllable words						
41.0	Uses all consonant and vowel sounds in all positions within three-syllable words						
42.0	Uses all consonant and vowel sounds in all positions within four-syllable words.						
43.0	Accents two- and three-syllable words on correct syllable.						
44.0	Uses all consonant and vowel sounds in phrases						

		1	2	3	4	5	6
45.0	Uses all consonant and vowel sounds in sentences.						
46.0	Uses all consonant and vowel sounds in spontaneous speech with 75% intelligibility. . .						
47.0	Uses all consonant and vowel sounds in spontaneous speech with 100% intelligibility						
48.0	Says all sounds in up to four-syllable words with 100% intelligibility.						

+ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #57 and #58 for alternative.

20
LANGUAGE COMPREHENSION

IDENTIFYING BEHAVIORS:

Appears not to understand what is being said ● Does not respond to name, words ● Does not answer questions correctly ● Does not follow verbal directions ● Does not locate, place objects according to verbal directions ● Does not point to familiar objects/persons on request

Date of observation _____

		1	2	3	4	5	6
1.0	Responds to spoken sounds (e.g., smiles, frowns, changes behavior)						
2.0	Stops activity upon simple command (e.g., no, stop, don't).						
3.0	Responds to name by stopping activity, looking up, or going to speaker						
4.0	Gestures appropriately to simple verbal requests without physical model (e.g., waves bye-bye).						
5.0	Points to ten body parts or possessions on request						
6.0	Points to members of family, familiar home objects on request.						
7.0	Follows verbal direction when accompanied by gestures (e.g., come, sit, bring)						
8.0	Follows one simple verbal command given without gestures.						
9.0	Performs appropriate action when self pronouns me, my, mine, I are used (e.g., give me the ball)						
10.0	Performs appropriate action when given one-step verbal command using pronouns he, she, it						
11.0	Performs appropriate action when given one-step verbal command using pronouns him, her, you, they.						
12.0	Performs appropriate action when given one-step verbal command using pronouns his, hers, yours, theirs						

		1	2	3	4	5	6
13.0	Responds non-verbally (e.g., nods, points, shakes head) to concrete questions (e.g., do you want a cookie?)						
14.0	Responds correctly and non-verbally to physical state questions (e.g., are you tired?)						
15.0	Points to common objects according to function (e.g., something to sleep on)						
16.0	Points to or places object up, down						
17.0	Points to or places object on, in, out. . . .						
18.0	Points to or places object under, over. . . .						
19.0	Points to or places object on top, bottom . .						
20.0	Points to or places object by, beside, behind.						
21.0	Points to or places object before, after. . .						
22.0	Points to or places object above, below . . .						
23.0	Points to or places object in front, back . .						
24.0	Points to or places object around, through. .						
25.0	Points to person/object connected with own school on request						
26.0	Points to person/object connected with own neighborhood or community on request.						
27.0	Responds correctly and nonverbally to questions concerning abstracts or concepts (e.g., do you like art?)						
28.0	Answers specific questions based on spoken material						
29.0	Chooses main ideas from spoken material . . .						

21
LANGUAGE DEVELOPMENT

IDENTIFYING BEHAVIORS:

Indicates needs by gestures ● Speaks in fragments - words, phrases, short sentences ● Speaks only in simple sentences ● Speaks only using present tense ● Uses incorrect pronoun, verb, or both (e.g., me go, I goes) ● Uses first name instead of pronoun I or me ● Asks questions using voice inflection rather than complete sentences ● (e.g., that a car?) ● Participates rarely in class discussions

Date of observation _____

		1	2	3	4	5	6
1.0	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, laughs, whines, grunts). . . .						
2.0	Uses facial and arm gestures with vocalizations						
3.0	"Talks" to self in mirror using melodic, rhythmic speech patterns - words not coherent						
4.0	Communicates by pulling another to show him object/person/situation						
5.0	Uses one word for many related things						
6.0	Refers to self by first name.						
7.0	Names familiar object upon seeing it again, using one-syllable word						
8.0	Names familiar object upon seeing it again, using two-three syllable word						
9.0	Names five familiar objects (e.g., toys, animals, clothing, body parts)/ten objects/ twenty objects.						
10.0	Uses one-word verb in present tense (e.g., go, run).						
11.0	Uses pronouns me, my, mine.						
12.0	Uses adjectives (e.g., good, big)						
13.0	Uses noun with article (e.g., a dog, the car)						
14.0	Uses noun with possessive (e.g., my dog, Daddy car).						

		1	2	3	4	5	6
15.0	Uses noun with quantifier (e.g., more candy, no car).						
16.0	Uses noun with adjective (e.g., good dog, big car).						
17.0	Uses noun with locator (e.g., there dog, here car)						
18.0	Uses noun with demonstrator (e.g., this dog, that car).						
19.0	Uses noun with identifier (e.g., it dog, it's a car)						
20.0	Uses two-word predicate phrases (e.g., dog there, car broken).						
21.0	Uses verb with noun (e.g., see dog, push car).						
22.0	Uses verb with preposition (e.g., go up, fall down).						
23.0	Uses verb with noun (e.g., dog see, car go) .						
24.0	Uses two-word fragments with locators (e.g., up there)/with prepositions (e.g., to school)/ with negatives (e.g., not car)/ with conjunctions (e.g., and car).						
25.0	Uses two-word stereotyped phrases (e.g. don't cry, be careful)						
26.0	Uses pronouns I, him, he, his, her, she, hers you, yours appropriately.						
27.0	Combines article, possessive, quantifier, and/or adjective with noun to form three-word noun phrases (e.g., my big car)						
28.0	Combines article, possessive, quantifier, and/or adjective with noun to form four-word noun phrases (e.g., the other big car). . . .						
29.0	Combines locator, demonstrator or identifier with noun phrase (e.g., there the big car, that my car).						
30.0	Uses predicate phrases with noun phrases (e.g., my dog there, the car broken).						

	1	2	3	4	5	6
31.0 Uses verb with noun phrase (e.g., see the big dog, ride in a car)						
32.0 Uses three and four-word stereotyped phrases (e.g., reach the top, go round and round) . .						
33.0 Uses noun plurals (e.g., dogs). Uses verb plurals (e.g., runs, goes).						
34.0 Uses pivot verb "is" to form kernel sentences (e.g., it is a dog, the car is broken). . . .						
35.0 Combines noun phrase and verb phrase to form kernel sentences (e.g., I see a dog, Mommy put car there).						
36.0 Asks questions using "is" and "have" forms (e.g., is that a dog?).						
37.0 Asks questions using "wh" (e.g., where is the dog?)						
38.0 Uses negatives in sentences (e.g., the car is not broken). Uses contractions (e.g.,can't).						
39.0 Uses conjunctions in sentences (e.g., Mommy and me ride in the car)						
40.0 Uses infinitive verb forms in sentences (e.g. I want to/wanna have a dog)						
41.0 Uses auxiliary verbs "am", "is", "are" with present participle (e.g., is running)						
42.0 Carries on a conversation. Initiates conversation						
43.0 Describes action in a picture using the present tense						
44.0 Uses past tense by adding "ed" to verb (e.g. skipped, jumped).						
45.0 Uses past participle to form past tense (e.g. he ran to the car).						
46.0 Uses verb "have" to form past tense (e.g. he has run far)						
47.0 Uses "will" to form future tense (e.g., he will run far)						

	1	2	3	4	5	6
48.0 Describes events of past and future experience in logical, sequential order.						
49.0 Uses compound sentences containing more than one main clause (e.g., I ran to the store and came back in an hour)						
50.0 Uses complex sentences with one main clause and one or more subordinate clauses (e.g., I ran to the store while it was still light).						

22
LISTENING

IDENTIFYING BEHAVIORS:

Seldom looks at speaker ● Doesn't look at teacher while being spoken to ● Doesn't maintain eye contact ● Doesn't follow teacher directions or instructions ● Answers questions incorrectly or not at all

Date of observation _____

		1	2	3	4	5	6
1.0	Looks in direction of speaker						
2.0	Looks directly at speaker						
3.0	Looks at face of speaker.						
4.0	Looks at mouth of speaker						
5.0	Looks directly at speaker through duration of speech.						
6.0	Maintains eye contact when spoken to or speaking.						
7.0	Replies to conversational questions inappropriately (e.g., gives incorrect first name when asked)						
8.0	Replies to conversational questions appropriately.						
9.0	Performs behaviors or tasks designated by verbal instructions when given directly to the individual.						
10.0	Follows directions when given to group. . . .						
11.0	Gets required materials (more than are necessary).						
12.0	Gets required materials (only necessary amount or type) when asked.						
13.0	Organizes materials to comply with directions						
14.0	Distinguishes between messages that differ by noun or verb (e.g., The dog goes away vs. the cat goes away)						
15.0	Answers specific questions based on spoken material.						

		1	2	3	4	5	6
16.0	Answers questions on material read aloud by self.						
17.0	Correctly answers questions concerning message spoken less than one minute before. .						
18.0	Correctly answers questions concerning message spoken more than one minute before. .						
19.0	Distinguishes between messages that differ by ancillary parts of speech - (prepositions, articles, conjunctions, etc.)						
20.0	Carries out two simple related successive commands (e.g., go get your hat and put it on) but not in sequential order						
21.0	Carries out two simple related successive commands in order						
22.0	Carries out two simple unrelated successive commands (e.g., bring me the milk and put on your coat) but not in sequential order . . .						
23.0	Carries out two simple unrelated successive commands in order						
24.0	Carries out three related successive commands but not in sequential order						
25.0	Carries out three related successive commands in given order.						
26.0	Carries out four related successive commands but not in sequential order						
27.0	Carries out four related successive commands in given order.						
28.0	Carries out three unrelated successive commands but not in sequential order						
29.0	Carries out three unrelated successive commands in given order.						
30.0	Carries out four unrelated successive commands but not in sequential order						
31.0	Carries out four unrelated successive commands in given order.						
32.0	Carries out more than four commands in specified order						

		1	2	3	4	5	6
33.0	Rephrases what happened in story previously read by another						
34.0	Rephrases others' comments in a discussion. .						
35.0	Does task implied - not specifically stated - in spoken message						
36.0	Distinguishes between spoken messages differing only in tone						
37.0	Chooses previously specified details from spoken material						
38.0	Makes facial expressions appropriate to spoken material (e.g., smiles at another's joke)						
39.0	Uses posture appropriate for relationship to speaker (e.g., sits straight in chair when authority figure speaking).						

23
ADAPTIVE BEHAVIORS

IDENTIFYING BEHAVIORS:

Uses object in ritual manner ● Performs previously mastered task repetitiously--perseverates ● Does not approach or manipulate new objects ● Resists learning new skills ● Stops work, withdraws or gets confused when unexpected change occurs ● Initiates interaction with peers rarely ● Performs task/activity only in structured, well-defined situations ● Will not attempt new activities or become involved in new situations/change in routine

Date of observation _____

		1	2	3	4	5	6
1.0	Looks at hands.						
2.0	Moves hands in front of face separately . . .						
3.0	Brings hands together in front of face, looking at them						
4.0	Plays with hands while looking at them . . .						
5.0	Puts hands in mouth						
6.0	Tolerates new object's presence in room . . .						
7.0	Moves toward new object						
8.0	Touches new object						
9.0	Manipulates new object for short time						
10.0	Uses object in usual manner, but exchanges it for another.						
11.0	Experiments with new object using more than one sense						
12.0	Uses new object differently than other objects						
13.0	Talks while playing						

		1	2	3	4	5	6
14.0	Uses new object for designed purposes						
15.0	Engages in interaction(s) with another person.						
16.0	Role plays (e.g., tea parties, dress-up, play house).						
17.0	Discusses possible new activities/tasks . . .						
18.0	Plays game by self - always same game						
19.0	Plays different games by self						
20.0	Plays game with another person.						
21.0	Discusses previously mastered activities/ tasks and relates them to new activities/ tasks						
22.0	Performs new activities/tasks when required/ forced.						
23.0	Tries again when change or disappointment occurs if a recovery period has elapsed . . .						
24.0	Tries again when change or disappointment occurs if reassured						
25.0	Remains calm if disappointment occurs and no remedy is possible (e.g., receives no phone call, letter)						
26.0	Changes routine when alternatives are presented - accepts change.						
27.0	Changes routine/tries new activities when reasons are explained						
28.0	Tries again when change or disappointment occurs without a recovery period, reassurance, alternatives or reasons						
29.0	Performs new activities/tasks voluntarily . .						
30.0	Behaves according to peer group norm in moderately structured/defined situations. . .						
31.0	Follows class routine when there are changes in teacher's dress, hair, etc						

		1	2	3	4	5	6
32.0	Performs activities/tasks in presence of or when led by new person (e.g., substitute teacher, classroom observer, volunteer, parent)						
33.0	Follows class/school rules after two-day absence (e.g., weekend or illness).						
34.0	Follows class/school rules after three-day absence (e.g., weekend or illness).						
35.0	Follows class/school rules at beginning and end of school week (e.g., Monday & Friday). .						
36.0	Independently tries out new activities, puts ideas or things into new combinations						
37.0	Creates own task/activity with new object - uses object in different ways						
38.0	Adjusts behavior to fit rules and routines of different situations (e.g., a friend's house, a restaurant, cafeteria)						
39.0	Schedules own activities to fit within specified time frame.						
40.0	Behaves according to peer group norm in minimally structured or defined situations. .						

24
IMPULSE CONTROL

IDENTIFYING BEHAVIORS:

Displays self-stimulating behaviors (e.g. rocks back and forth) ● Displays self-destructive behaviors (e.g., head or back banging, face or self slapping, scratching) ● Blows up, becomes excited, loses self-control when he cannot do or get what he desires, encounters problems, etc. ● Withdraws or becomes aggressive for long periods when scolded, criticized, teased ● Overreacts to the slightest provocation (e.g., sulks or explodes) ● Blows up, gets excited, etc., when offered constructive, helpful criticism ● Displays inappropriate affect (e.g., laughs or cries for no apparent reason) ● Displays inappropriate facial expressions ● Wanders around room, plays with instructional materials ● Shifts position often, fidgets ● Changes activities/responses rapidly and without apparent previous consideration - impulsivity Calls or acts out when seeking attention ● Displays unacceptable affectionate behavior ● Does not visibly react to usually stimulating/exciting situations ● Interferes with or disrupts work of other children ● Cries often ● Verbalizes feelings of depression, unhappiness often ● Becomes irritated or upset easily

	1	2	3	4	5	6
1.0 Sits quietly for 30 seconds when group is listening to stories, music						
2.0 Sits quietly for one minute when group is listening to stories, music						
3.0 Takes turns in game activity 25% of time or less						
4.0 Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of the activity.						
5.0 Sits quietly for more than one minute when group is listening to stories, music						
6.0 Displays self-destructive behaviors 75 to 100% of baseline.						

		1	2	3	4	5	6
7.0	Changes activity without emotional outburst when change cue is well defined (transition activity, bell)						
8.0	Changes routine without emotional outbursts when alternatives are presented						
9.0	Sits quietly for more than five minutes when group is listening to stories, music.						
10.0	Quiets down after active period (e.g., recess) if reminded frequently.						
11.0	Takes turns in game activity 25-50% of time .						
12.0	Sits in seat, stands in line, etc., without fidgeting, moving for 25-50% of the activity.						
13.0	Withdraws or becomes verbally aggressive for short periods when scolded, criticized, teased.						
14.0	Displays self-destructive behaviors 50-75% of baseline						
15.0	Calls or acts out while raising hand for attention						
16.0	Accepts change in routine without emotional outbursts when reasons are explained.						
17.0	Raises hand for attention						
18.0	Sits quietly for more than ten minutes when group is listening to stories, music.						
19.0	Takes turns in game activity 50-75% of the time.						
20.0	Sits in seat, stands in line, etc., without fidgeting, moving for 50-75% of the activity.						
21.0	Sits quietly for a full period when group is listening to stories, music						
22.0	Takes turns in game activity 75% or more of the time						
23.0	Sits in seat, stands in line, etc., without fidgeting, moving 75% or more of activity . .						

		1	2	3	4	5	6
24.0	Displays self-destructive behaviors 25-50% of baseline						
25.0	Quiets down immediately after active period and awaits instructions						
26.0	Leaves provoking situation.						
27.0	Controls physical responses when angered . .						
28.0	Accepts most criticism with no emotional outbursts						
29.0	Changes activity without emotional outburst when change is announced.						
30.0	Displays self-destructive behaviors 0 - 25% of baseline						
31.0	Displays affective behavior (e.g. laughing, crying) appropriate for the situation/place .						
32.0	Acts according to social rules in work and play situations. Does not cry, act out when loses game or does not gloat when wins. . . .						
33.0	Avoids disruptive actions in public places (e.g., slamming doors, running up and down aisles)						
34.0	Controls temper well: verbalizes feelings in a manner acceptable to home, school, neighborhood, etc.						
35.0	Accepts friendly teasing - smiles or laughs .						
36.0	Plays and works without interfering with or disrupting work of others						
37.0	Recognizes own lack of self-control and works with other to improve self.						
38.0	Plans/considers action before carrying it out.						
39.0	Touches others in a manner suitable for the home, school, neighborhood, etc.						
40.0	Maintains self-control when faced with failure, problems, disappointments						

25
INTERPERSONAL RELATIONS

IDENTIFYING BEHAVIORS:

Rarely plays with other children ● "Negative" contributions to class discussions and activities (disrupts, changes subject, criticizes) ● Rarely speaks, leads activities or volunteers (Acts in a timid, withdrawn manner) ● Plays with objects rather than people ● Uses others to gain own ends, reward while depriving them of same chance (manipulative) ● Alienates peers by teasing, arguing or being cruel ● Rarely shares with others ● Rarely participates in group activities (plays or works alone, has few friends) ● Plays with younger (immature) children instead of peers ● Fights, hits, bullies, bosses peers (acts in an agressive manner) ● Considered wierd or pesty by peers

		1	2	3	4	5	6
1.0	Smiles, looks up when another person enters the room.						
2.0	Reaches for familiar people						
3.0	Becomes quiet when caressed						
4.0	Holds head up in group activities such as eating, games, etc.						
5.0	Returns smile when smiled at.						
6.0	Watches the movements of others - shows interest.						
7.0	Demands personal attention by making noises .						
8.0	Seeks attention of others (e.g., repeats performances that are laughed at).						
9.0	Moves near others during free play.						
10.0	Accepts help from others (e.g., when working on task).						
11.0	Plays alone in presence of others						
12.0	Shares when told to do so but complains . . .						

		1	2	3	4	5	6
13.0	Hits another, making excuses to teacher when confronted with deed.						
14.0	Exchanges items for play						
15.0	Watches others play and may join in for a few minutes						
16.0	Plays individually with adult						
17.0	Hits another, voluntarily making excuses to third party (e.g., goes to teacher)						
18.0	Plays with one or two others						
19.0	Responds to and makes verbal greetings. . . .						
20.0	Plays cooperatively with another child (e.g., plays game requiring peer interaction). . . .						
21.0	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.)						
22.0	Accepts and shows affection appropriate to home, school, street.						
23.0	Hits another, afterwards verbalizing reasons to the one hit.						
24.0	Hits another and verbalizes while hitting . .						
25.0	Verbalizes feelings to another, then hits him						
26.0	Takes turns						
27.0	Plays with group of three or more						
28.0	Plays cooperatively in group activity						
29.0	Bargains with other children (e.g., If you let me have the swing, you can have the bike)						
30.0	Verbalizes feelings to another without hitting						
31.0	Plays group cooperative games with loose rules						
32.0	Interacts with others, keeping fighting or quarreling to minimum						

		1	2	3	4	5	6
33.0	Plays competitive active games such as hide and seek.						
34.0	Apologizes without being reminded						
35.0	Plays simple competitive table games such as "fish", "old maid", dominoes.						
36.0	Offers help to others voluntarily						
37.0	Protects other children and animals						
38.0	Shares toys with other children						
39.0	Comforts playmates in distress.						
40.0	Plays difficult games requiring skills, scoring and knowledge of rules						
41.0	Behaves in a courteous manner to peers and staff (e.g., offers seat, steps aside to let others pass).						
42.0	Contributes to class discussions and activities (e.g., brings in materials, relates personal experiences to activities, suggests ideas, plans projects, proposes solutions to problems).						
43.0	Participates in peer-group activities when not asked						
44.0	Disapproves of offensive peer behavior by ignoring or actively discouraging it.						
45.0	Verbalizes feelings of anger with other students/teacher.						
46.0	Initiates a compromise to resolve conflict with peer						
47.0	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts)						
48.0	Takes part in peer group activities such as clubs, teams, dances, parties						
49.0	Participates in peer-group activities when asked						
50.0	Leads peer group in various play and work activities						

26
RESPONSIBLE BEHAVIORS

IDENTIFYING BEHAVIORS:

Performs mischievous activities (e.g., turning heat off or down in room) ● Performs destructive acts (e.g., sets fires, kills animals) ● Destroys objects by breaking, tearing, crushing, etc. ● Disregards school rules and authority ● Physically/verbally acts out when asked to perform an activity by an authority figure (rebels) ● Responds negatively, not at all, or does the opposite when asked to perform an activity ● Ignores teacher requests for quiet or ceasing activity ● Does not make decisions; extreme reliance on adult guidance, support, reassurance ● Criticizes work of others, points out weaknesses and faults ● Does not act on suggestions offered, does tasks own way (willful, stubborn) ● Leaves work materials out when finished ● Acts in manner inappropriate for peer group

		1	2	3	4	5	6
1.0	Claims ownership of items and defends own possessions physically.						
2.0	Claims ownership of items and defends own possessions verbally						
3.0	Follows directions/performs activities given by authority, teacher						
4.0	Makes own decisions about activities with adult supervision						
5.0	Follows previously defined rules and regulations when authority figure is present . . .						
6.0	Accepts or follows reasonable school authority or rules. If rules or authority viewed as unfair, then protests in an appropriate manner						
7.0	Conforms to group decisions despite personal disappointment or disagreement						
8.0	Obeys newly-delegated authority figure (e.g., follows directions of a substitute teacher).						

	1	2	3	4	5	6
9.0 Follows previously defined rules and regulations when authority figure is not physically present or near						
10.0 Cooperates with teacher request for quiet,etc						
11.0 Returns objects or materials to their assigned or appropriate place						
12.0 Treats others' property as he would his own .						
13.0 Behaves according to expressed or implied desires of others - is considerate.						
14.0 Volunteers for tasks - accepts responsibility						
15.0 Performs assigned responsibilities.						
16.0 Performs undesirable task when task is restructured so as to be viewed as desirable (e.g., a game is made out of it.)						
17.0 Comments on work of others by bringing out good points or suggesting improvements - constructive criticism.						
18.0 Acts upon helpful criticism offered by authority (e.g., corrects mistake, looks for other solutions, explains reasoning).						
19.0 Performs undesirable task when given choice of doing something less desirable in its place						
20.0 Sacrifices immediate satisfaction on the promise of a later privilege - delayed reward.						
21.0 Performs undesirable task when payoff for task is increased						
22.0 Organizes daily activities using lists, naming, etc.						
23.0 Makes own decisions concerning activities with minimal adult supervision.						
24.0 Orders activities according to some rational priority.						
25.0 Schedules activities by time.						

		1	2	3	4	5	6
26.0	Plans for future activities						
27.0	Performs undesirable tasks when requested even though obvious positive or negative consequences are absent						
28.0	Plays active group games following rules (e.g., dodge-ball, circle games, jump-rope) .						
29.0	Plays simple table games following rules (e.g., cards, checkers, board games).						
30.0	Behaves according to stated social/school rules in work and play situations						
31.0	Persuades teacher or group to change activity in a manner appropriate for school/street situation						
32.0	Behaves so as to conform to stated and implied rules of conduct for school/play/home/work situations.						

27
PERSONAL WELFARE

IDENTIFYING BEHAVIORS:

Doesn't fear common dangers ● Injures self/others often ● Doesn't care for wounds ● Doesn't follow safety directions ● Acts carelessly near dangerous materials ● Doesn't follow traffic rules

Date of observation _____

		1	2	3	4	5	6
1.0	Remains seated in car or bus.						
2.0	Keeps seat belt fastened while in car or bus.						
3.0	Fastens own seat belt						
4.0	Boards, deboards school bus unassisted. . . .						
5.0	Locks nearest door in car when asked.						
6.0	Identifies gesturally or verbally dangerous situations or objects (e.g., hot oven, sharp scissors, irrigation ditches)						
7.0	Avoids or maintains distance from dangerous situations or objects (e.g., knives, hot stove)						
8.0	Tells/gestures/reports to adult about any danger/injury						
9.0	Keeps foreign objects out of eyes, ears, nose and mouth						
10.0	Attempts to protect self from attack.						
11.0	Reports injury of other to adult.						
12.0	Seeks out adult when an unfamiliar animal approaches.						
13.0	Identifies danger signal, stops activity and seeks adult						
14.0	Follows teacher's directions in fire or civil defense drill						
15.0	Walks to designated area(s) without supervision - no running						
16.0	Reads and follows directions on safety signs (e.g., stop, walk, don't walk, etc.).						

		1	2	3	4	5	6
17.0	Recognizes items he has been told are dangerous (e.g., electrical outlets, knives, etc.).						
18.0	Avoids danger areas (e.g., swing paths, tether ball arc, swimming pool)						
19.0	Remains in designated play areas						
20.0	Avoids following unknown people from yard/in crowd						
21.0	Approaches/leaves swing with caution.						
22.0	Handles sharp objects carefully (e.g., tweezers, scissors)						
23.0	Opens/closes windows carefully, when requested						
24.0	Carries chair with its legs facing forward. .						
25.0	Keeps safe distance from matches, stove and open flame						
26.0	Refuses ride and/or gifts offered by stranger						
27.0	Goes to and from school bus unassisted. . . .						
28.0	Walks on sidewalk - doesn't go into street. .						
29.0	Removes wet clothing.						
30.0	Avoids approaching or touching unfamiliar animals						
31.0	Seeks nearest known adult upon advances of stranger.						
32.0	Looks both ways before leaving sidewalk, crossing street						
33.0	Uses play equipment without endangering others						
34.0	Follows rules during fire drill without adult help.						
35.0	Treats minor injuries (e.g., wash/bandage). .						
36.0	Crosses street at corners or crosswalks. Crosses on green/walk, stands on red/wait . .						

	1	2	3	4	5	6
37.0 Operates machinery when supervised. Uses safety devices (e.g., goggles, mask)						
38.0 Rides bicycle on side of road with traffic. .						
39.0 Unplugs electric cords by plug (not cord) Reports damaged cord to adult						
40.0 Walks bicycle across streets at corner or crosswalk. Pushes button at corners for change of traffic light						
41.0 Walks on roadside facing traffic when no sidewalks						
42.0 Phones doctor/dentist for help/advice						
43.0 Reports a fire to fire department by telephone; contacts police; contacts hospital/ambulance.						
44.0 Avoids known dangerous plants, animals, insects; recognizes common harmful substances even if not labeled poison; identifies "spoiled" foods						
45.0 Follows water safety rules.						
46.0 Follows safety signs and signals (e.g., red lights, exit signs)						
47.0 Tells and/or demonstrates fire prevention rules -- how to use fire alarm and how to extinguish small fire; locates fire extinguisher and demonstrates use						
48.0 Identifies and locates source of odor associated with gas leak. Warns others or seeks help						
49.0 Identifies flammable liquids. Follows label precautions when storing and using flammables.						
50.0 Observes safety precautions in building and extinguishing a fire.						

28
SELF-CONFIDENCE

IDENTIFYING BEHAVIORS:

Hesitates to express opinions ● Gives excuses, rationalizations for failures ● Does not attempt to answer most questions - responds with "I don't know" ● Verbalizes feelings of poor self-image, self-confidence (e.g., says, "I feel dumb", "I can never do things", "I'm retarded") ● Deprecates school work - indicates dislike of end product ● Does not attempt activity or task (e.g., says, "I can't do it", "It's really hard for me", "I'm scared") ● Becomes panicky when asked questions (e.g., fidgets, taps pencil, looks around room for "escape") ● Does not initiate interaction with teacher/peers

Date of observation _____

		1	2	3	4	5	6
1.0	Responds as briefly as possible to peer/ teacher initiated interaction						
2.0	Participates in class activities when required to do so						
3.0	Answers personal questions.						
4.0	Takes part in class discussions concerning feelings when asked						
5.0	Volunteers personal information during class discussions						
6.0	Verbalizes opinions or performs activity/task in previous success (positively reinforced) situations						
7.0	Answers questions on material while it is being individually tutored.						
8.0	Answers questions on previous individually tutored material.						
9.0	Chooses to participate in class activities. .						
10.0	Verbalizes success at task performed, opinions presented or activity engaged in.						
11.0	Participates in conversations with teachers/ peers						

		1	2	3	4	5	6
12.0	Verbalizes opinions or performs activity/task in new situaticns which resemble previous success situations						
13.0	Answers questions on material while it is being presented to the group.						
14.0	Answers questions on previous group-presented material						
15.0	Answers questions on self-read material just after it has been read.						
16.0	Answers questions on previous self-read material.						
17.0	Expresses opinions/performs activity or task in new situations in which success is questionable.						
18.0	Initiates conversation with teacher/peers . .						
19.0	Answers questions not explicit in material. .						
20.0	Leads group in simple class routines..						
21.0	Verbalizes success and failure (e.g., "I'm doing O.K. in math, but I'm not doing so well in reading.")						
22.0	Remains calm when asked questions and attempts answers						
23.0	Verbalizes success and failure and suggests way to reduce future failure situations . . .						
24.0	Leads group in class discussions.						
25.0	Displays clean, neat appearance						
26.0	Shows neatness in school work						
27.0	Displays creativity in art, music, writing, etc..						

29
HONESTY

IDENTIFYING BEHAVIORS:

Takes another's property and does not return it - steals ● Inaccurately recounts occurrences - lies ● Copies or takes another's work and claims it as his own - cheats ● When observed as the causative agent of a disturbance, denies his role or blames others for it ● Borrows property of others without asking owner, but returns it ● Takes item when it is hidden from view ● Rationalizes dishonest behavior

Date of observation _____

		1	2	3	4	5	6
1.0	Takes an item only if that item is openly displayed						
2.0	Asks permission of owner after taking others' property						
3.0	Asks permission of owner while taking others' property						
4.0	Asks permission of owner before taking others' property						
5.0	Asks to use others' property but doesn't return it						
6.0	Asks to use others' property and returns it when reminded						
7.0	Asks to use others' property and returns it voluntarily						
8.0	Accepts legitimate blame when confronted with deed						
9.0	Accepts legitimate blame when asked more than once						
10.0	Voluntarily accepts legitimate blame.						
11.0	Accurately recounts occurrences (describes situations approximately as they occur; tells truth) less than 25% of the time.						
12.0	Accurately recounts occurrences between 25-50% of the time						

	1	2	3	4	5	6
13.0 Accurately recounts occurrences between 50-75% of the time						
14.0 Accurately recounts occurrences between 75-100% of the time.						
15.0 Produces work (claimed as own) without written or verbal assistance from other pupils or sources less than 25% of the time .						
16.0 Produces own work without help between 25-50% of the time						
17.0 Produces own work without help between 50-75% of the time						
18.0 Produces own work without help between 75-100% of the time.						

30
SOCIAL SPEECH

IDENTIFYING BEHAVIORS:

Stutters, stammers, mumbles ● Speaks rapidly, nervously ● Speaks rapidly with short lapses of time between words ● Speaks slowly with long lapses of time between words ● Speaks using inappropriate volume (yells, whispers, etc.) ● Speaks in a muffled, garbled, unclear manner ● Uses verbal obscenities and vulgarities ● Rarely participates in class discussions ● Doesn't follow verbal rules of etiquette (doesn't say "please", interrupts, prevents others from speaking, etc.) ● Continually changes subject without closure on any one area ● Stands too near/far when speaking to another ● Becomes stiff or moves in involuntary manner when trying to speak ● Forgets previously-used word needed to complete sentence often

Date of observation _____

		1	2	3	4	5	6
1.0	Maintains appropriate social distance when speaking to another						
2.0	Responds to and makes verbal greetings and farewells						
3.0	Asks for what is desired						
4.0	Says "thank you", "you're welcome", or "please" when reminded						
5.0	Says "thank you", "you're welcome", or "please" after some hesitation.						
6.0	Says "thank you" for compliments or service. Says "please" with requests						
7.0	Makes excuses for interruption.						
8.0	Looks up/says "oh" while interrupting.						
9.0	Raises hand while interrupting.						
10.0	Hesitates or stops self while interrupting. .						
11.0	Says "excuse me" when interrupting.						

		1	2	3	4	5	6
12.0	Waits to be acknowledged verbally or by gesture before speaking						
13.0	Remains quiet when others are talking						
14.0	Uses correct titles when addressing people. .						
15.0	Laughs at slapstick comedy.						
16.0	Laughs at comments intended to be humorous. .						
17.0	Answers telephone and carries on simple conversation						
18.0	Speaks using appropriate volume in different situations.						
19.0	Speaks using appropriate pitch in different situations.						
20.0	Speaks at appropriate speed for the situation						
21.0	Speaks using appropriate tone in different situations.						
22.0	Speaks without stuttering or stammering . . .						
23.0	Speaks without pausing between words or word groups - flowing speech						
24.0	Speaks clearly without mumbling						
25.0	Requests food or other items appropriately in public						
26.0	Participates in class discussions						
27.0	Uses acceptable language - does not use obscenities or vulgarities.						
28.0	Initiates or pursues topics in conversation consistent with place, role, social situation.						
29.0	Pauses to allow others to speak						
30.0	Adjusts responses or actions to type of call at door or on phone						
31.0	Models speech/tone after others in group . .						
32.0	Speaks on one subject long enough to obtain closure						

		1	2	3	4	5	6
33.0	Concludes or accepts conclusion of conversation in a polite manner						
34.0	Intentionally makes appropriate humorous remarks						
35.0	Makes introductions						
36.0	Takes message given on telephone.						
37.0	Orders service or goods by telephone.						
38.0	Carries on complex conversation over extended period of time.						
39.0	Participates in class discussions using average vocabulary for peer group						
40.0	Tells story/joke						
41.0	Gives oral reports, speeches.						
42.0	Expresses a concept verbally.						
43.0	Converses with people in various classes/ situations, making self clear and understandable.						

31
SOCIAL EATING

IDENTIFYING BEHAVIORS:

Eats too fast(bolts) or too slow (dawdles) ● Eats/grabs another's food ● Chews/eats with mouth open ● Requires bib when eating ● Holds head too close to plate ● Eats with two hands at once ● Eats without keeping hand in lap ● Sits with feet on chair ● Refuses to taste new foods ● Eats only one type of food ● Eats without keeping napkin in lap ● Eats without using napkin to wipe hands/face ● Talks with mouth full ● Smacks lips ● Takes abnormal portions of foods ● Leaves table before others are finished ● Confuses knife, fork, spoon when setting table ● Leaves lunchroom without cleaning/disposing of dishes ● Leaves messy eating area

Date of observation _____

		1	2	3	4	5	6
1.0	Retrieves lunch pail or bag.						
2.0	Sets or prepares table						
3.0	Sits at table during mealtime.						
4.0	Maintains upright position at table.						
5.0	Handles only own food/drink.						
6.0	Uses utensils/food for their intended purposes						
7.0	Leaves plate/bowl/glass on table when finished eating						
8.0	Keeps food and utensils on plate/in bowl . . .						
9.0	Requests aid for spills.						
10.0	Chews and swallows quietly with lips closed. .						
11.0	Eats most foods in a tidy manner						
12.0	Requests food/drink be passed at the table . .						
13.0	Passes food/drink on request						
14.0	Cleans up spills						
15.0	Eats at reasonable pace without bolting or dawdling						

	1	2	3	4	5	6
16.0 Uses napkin to wipe hands, mouth during and after meal.						
17.0 Keeps napkin in lap						
18.0 Eats with one hand in lap						
19.0 Keeps elbows off the table.						
20.0 Obtains replacement if utensil drops to floor .						
21.0 Chews and swallows to empty mouth before speaking.						
22.0 Eats items of a meal in standard order (e.g., desserts last).						
23.0 Samples new foods						
24.0 Eats without supervision.						
25.0 Waits until designated time to leave table (e.g., when excused, when others are finished, at 11:00, etc.)						
26.0 Puts lunch pail away.						
27.0 Throws garbage in can						
28.0 Takes dirty dishes to designated area						
29.0 Cleans off dishes, disposes of left-over food .						
30.0 Sorts dishes into proper places						
31.0 Washes dishes						
32.0 Cleans up eating/drinking area.						
33.0 Sweeps floor under eating area.						
34.0 Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house, bar, etc.						
35.0 Selects portions of foods according to appetite, number of persons eating, nutritional value						
36.0 Selects foods according to time of day, nourishment, compatibility.						

32
ATTENTION SPAN

IDENTIFYING BEHAVIORS:

Remains at task only when distractions are not present ● Ignores teaching-oriented classroom stimuli (e.g., stares, looks out window, doesn't pay attention to teacher) ● Attends to task only with continual direction and/or assistance ● Displays bored behavior during classroom activities (e.g., yawns, rubs eyes, doodles, etc.) ● Attends to others' activities rather than own tasks ● Substitutes another activity for assigned task.

Date of observation _____

1.0 Attends to easy/familiar written, motor, verbal or listening task from 0 to 5 seconds when supervised. . . . . .

2.0 Attends to easy/familiar task without supervision from 0 to 5 seconds . . . . . .

3.0 Attends to easy/familiar task for 5 to 10 seconds when supervised . . . . . .

4.0 Attends to easy/familiar task without supervision for 5 to 10 seconds . . . . . .

5.0 Attends to easy/familiar task for 10 to 15 seconds when supervised . . . . . .

6.0 Attends to easy/familiar task without supervision for 10 to 15 seconds . . . . . .

7.0 Attends to easy/familiar task for 15 to 30 seconds when supervised . . . . . .

8.0 Attends to easy/familiar task without supervision for 15 to 30 seconds . . . . . .

9.0 Attends to easy/familiar task for 30 to 45 seconds when supervised . . . . . .

10.0 Attends to easy/familiar task without supervision for 30 to 45 seconds . . . . . .

11.0 Attends to easy/familiar task for 45 seconds to 1 minute when supervised . . . . . .

1	2	3	4	5	6

		1	2	3	4	5	6
12.0	Attends to easy/familiar task without supervision for 45 seconds to 1 minute						
13.0	Attends to easy/familiar task for 1 minute to 5 minutes when supervised						
14.0	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.						
15.0	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised						
16.0	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes						
17.0	Attends to easy/familiar task for 10 to 25 minutes when supervised						
18.0	Attends to difficult/novel task for 30 seconds to 1 minute when supervised						
19.0	Attends to difficult/novel task for 30 seconds to 1 minute without supervision						
20.0	Attends to difficult/novel task for 1 to 5 minutes when supervised						
21.0	Attends to difficult/novel task for 1 to 5 minutes without supervision						
22.0	Attends to easy/familiar task without supervision for 10 to 25 minutes						
23.0	Attends to difficult/novel task for 5 to 10 minutes when supervised						
24.0	Attends to difficult/novel task for 5 to 10 minutes without supervision						
25.0	Attends to difficult/novel task for 10 to 25 minutes when supervised						
26.0	Attends to difficult/novel task for 10 to 25 minutes without supervision						
27.0	Works in small group for 0 to 5 minutes						
28.0	Works in small group for 5 to 10 minutes . . .						
29.0	Attends to task(s) for full class period when supervised						

		1	2	3	4	5	6
30.0	Works in small group for 10 to 25 minutes . . .						
31.0	Attends to task(s) without supervision for one full class period						
32.0	Works in small group for full class period--assigned time						
33.0	Remains at task for 0 to 5 minutes when distractions present						
34.0	Remains at task for 5 to 10 minutes when distractions present						
35.0	Remains at task for 10 to 15 minutes when distractions present						
36.0	Remains at task for 15 to 25 minutes when distractions present						
37.0	Remains at task for 25 to 45 minutes when distractions present						
38.0	Remains at task for full class period when distractions present						

33
TASK COMPLETION

IDENTIFYING BEHAVIORS:

Starts or completes assignments rarely ● Delays or puts off starting assignments ● Works on assignment only when given individual directions/attention ● Stops work if any problem or interference is experienced ● Completes tasks in non-assigned order ● Consistently ignores instructive classroom stimuli (e.g., stares, looks out window, does not pay attention to tasks or teacher)

Date of observation _____

		1	2	3	4	5	6
1.0	Starts auditory, visual, kinesthetic task/ assignment only with much reminding/direction from teacher--continual attention/reinforcement						
2.0	Starts task before end of class period with little reminding--minimal attention/reinforcement						
3.0	Starts task before end of class period with no reminding--no attention/reinforcement						
4.0	Starts task (e.g., cleanup) at assigned time with some prompting						
5.0	Starts task at assigned time with no prompting						
6.0	Completes 0-10% of task only with continual attention/reinforcement						
7.0	Completes 0-10% of task with some attention/ reinforcement						
8.0	Completes 0-10% of task with little attention/ reinforcement						
9.0	Completes 10-25% of task only with continual reinforcement/attention						
10.0	Completes 10-25% of task with some attention/ reinforcement						
11.0	Completes 10-25% of task with little attention/ reinforcement						
12.0	Completes 25-50% of task only with continual attention/reinforcement						

		1	2	3	4	5	6
13.0	Completes 25-50% of task with some attention/ reinforcement						
14.0	Completes 25-50% of task with little attention/ reinforcement						
15.0	Completes 50-75% of task only with continual attention/reinforcement						
16.0	Completes 50-75% of task with some attention/ reinforcement						
17.0	Completes 50-75% of task with little attention/ reinforcement						
18.0	Completes 75-100% of task only with continual attention/reinforcement						
19.0	Completes 75-100% of task with some attention/ reinforcement						
20.0	Completes 75-100% of task with little attention/ reinforcement						
21.0	Continues to work or seeks help with task when faced with problems or potential failures . . .						
22.0	Completes 100% of task						
23.0	Determines realistically when task is complete						
24.0	Completes tasks in assigned order 0-25% of time						
25.0	Completes tasks in assigned order 25-50% of time.						
26.0	Completes tasks in assigned order 50-75% of time						
27.0	Completes tasks in assigned order 75-100% of time						
28.0	Reviews or checks own work before handing it in as complete						
29.0	Completes 100% of task and proofreads or checks work to ensure completion						
30.0	Completes 100% of task, proofreads and corrects						
31.0	Checks work against model or standard						

	1	2	3	4	5	6
32.0 Completes 100% of task with corrections and begins new task when reminded						
33.0 Completes 100% of task and begins new task independently						
34.0 Independently evaluates quality of work product consistent with teacher's evaluation .						

34
READING

IDENTIFYING BEHAVIORS:

Holds paper at other than 90-degree angle to read ● Reverses letters ● Moves eyes irregularly when reading (other than smooth, left-to-right progression) ● Incorrectly answers questions based on written material ● Substitutes, omits or adds words when reading written material aloud ● Points to individual words as they are being read ● Usually loses place in group reading ● Does not follow written directions ● Moves lips while reading silently ● Doesn't phonetically attempt to read new words ● Reads with lack of expression ● Reads at below average rate for peer group

Date of observation _____

		1	2	3	4	5	6
1.0	Plays with book as toy						
2.0	Opens book, turns right side up						
3.0	Turns pages two-three at a time						
4.0	Points to picture of familiar object						
5.0	Turns pages one at a time						
6.0	Matches objects by color/size/shape						
7.0	Reproduces pegboard designs in terms of number, color, direction						
8.0	Places five pictures in logical sequence left to right						
9.0	Visually matches identical words in group of grossly different written words (e.g., cat, house, ball, cat, boy)						
10.0	Visually matches identical words in group of similar written words (e.g., cat, hat, rat, cat, car)						
11.0	Names capital and lower case consonants when shown written letter						
12.0	Names capital and lower case vowels when shown written letter						

	1	2	3	4	5	6
13.0 Says what sound capital and lower case consonants make when shown the written letter . . .						
14.0 Says how the following consonant blends sound when shown the letters: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn						
15.0 Reads simple three-letter words paired with picture						
16.0 Says what sounds capital and lower-case vowels make when shown the written letter						
17.0 Sight reads the following words: are, jump, from, long, fly, after, help, ask, down, blue, sleep, pretty, walk, round, green, two, when, soon, look, in, eat, one, old, before, red . .						
18.0 Sight reads the following words: thank, which, please, both, drink, pick, must, try, bring, show, know, wish, start, eight, warm, write, right, small, want, hold, always, once, laugh, work, first						
19.0 ays how the following consonant digraphs sound t, nk, lk, nt, ng, nd, ld, gh, mb, mp, rd, rt, rk, rn, rm, rp, ct, wn, rl, lp,nc, gl, gn, sw, kl, rb, kr, ph, sc, wd, dw, rs, tw, sq . .						
20.0 Says how the following trigraphs sound: spr, str, thr, sch, ght, rst, spl, tch, shr, .						
21.0 Says how the following vowel diphthongs sound: ou, oi, oo						
22.0 Scans letters of word left to right						
23.0 Blends letter sounds to say the word as a unit						
24.0 Sight reads familiar meaningful units (e.g., blends, consonant and vowel digraphs, trigraphs						
25.0 Decodes multi-syllabic words by breaking them into familiar meaningful units (e.g., to-geth-er)						
26.0 Blends letter and meaningful unit sounds to say the multi-syllabic word as a unit						
27.0 Reads by sight 100 words						

		1	2	3	4	5	6
28.0	Scans words on page left to right. Scans page top to bottom						
29.0	Reads phrases/sentences						
30.0	Correctly answers questions related to previously read sentence.						
31.0	Reads and follows simple written directions (e.g., enter, exit, pull)						
32.0	Reads simple paragraphs						
33.0	Reads pre-primer (less than 50 words)						
34.0	Reads primer to self/aloud.						
35.0	Reads story to self and tells, illustrates, or acts out events in sequence.						
36.0	Reads aloud in meaningful phrases. Uses punctuation as a guide. Uses appropriate expression.						
37.0	Reads silently - moving lips OK - using finger to keep place on page.						
38.0	Turns page at correct time when story being read aloud by another						
39.0	Reads silently without using finger to keep place						
40.0	Answers questions on material read aloud or silently to self.						
41.0	Reads to obtain information to answer questions. Picks out pieces of information from newspapers, etc.						
42.0	Selects items based upon written description.						
43.0	Selects main idea of simple paragraph						
44.0	Reads books. Chooses own books						
45.0	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject						
46.0	Reads stories/books to others						

		1	2	3	4	5	6
47.0	Uses independent reading to initiate activities (e.g. hobbies)						
48.0	Researches given topic. Locates books in library using card catalogue.						
49.0	Follows written instructions in sequence to complete an activity (e.g., arrives at location using written directions).						
50.0	Reads at average rate for peer group.						

35
MATH

IDENTIFYING BEHAVIORS:

Does not add or subtract correctly ● Does not multiply or divide correctly ● Has difficulty solving word problems ● Forgets sequence of steps in long division ● Carries and/or borrows from wrong direction in addition, subtraction

Date of observation _____

		1	2	3	4	5	6
1.0	Sorts according to shape, size and length . .						
2.0	Locates big and little, large and small in groups of two objects						
3.0	Arranges objects in order of size from smallest to largest						
4.0	Determines which of two groups has more and less, many and few						
5.0	Locates big, bigger, biggest and small, smaller, smallest in group of objects						
6.0	Locates first, middle and last in group of objects						
7.0	Constructs set of one object.						
8.0	Constructs set of two objects						
9.0	Constructs set of three objects						
10.0	Counts orally to three						
11.0	Constructs set of four, five, six ...ten objects						
12.0	Counts orally to ten.						
13.0	Locates object of given number in group of ten (e.g., fourth object)						
14.0	Matches groups having equal numbers of objects up to ten						
15.0	Locates front and back, left and right. . . .						
16.0	Determines when there are enough, not enough, too many objects in a group to match specified number (up to ten)						

		1	2	3	4	5	6
17.0	Finds group having more, less, same number of objects as given group (up to ten)						
18.0	Reads and writes numerals (1, 2, 3) to 3. . .						
19.0	Matches numbers (0-10) with appropriate points on a number line						
20.0	Identifies what number comes before and after a given number or between two numbers (up to 10).						
21.0	Counts orally to 19						
22.0	Counts backward from 10						
23.0	Reads and writes numerals to 19						
24.0	Performs addition facts of three with actual objects (e.g., increases number of objects in one group to make it equal another). . . .						
25.0	Performs subtraction facts of three with objects (e.g., decreases number of objects in one group to equal another)						
26.0	Counts orally to 49/to 100.						
27.0	Reads and writes numerals to 49						
28.0	Places >, =, < between two numbers (up to 25) to make a true statement.						
29.0	Constructs set of 100 objects						
30.0	Counts orally over 100.						
31.0	Reads and writes numerals to 100/over 100 . .						
32.0	Performs addition and subtraction facts to 9.						
33.0	Performs addition and subtraction facts to 19.						
34.0	Counts orally by tens to 100/fives to 100/ threes to 99.						
35.0	Carries in addition using right to left movement. Borrows in subtraction using left to right movement.						
36.0	Performs all addition and subtraction facts to 100.						

		1	2	3	4	5	6
37.0	Performs all addition and subtraction facts to 1,000						
38.0	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4						
39.0	Performs multiplication combinations to 3 (e.g., 3 x 9 = 27).						
40.0	Solves practical word problems requiring addition and subtraction.						
41.0	Performs division facts to 3 (e.g., 15 ÷ 3 = 5).						
42.0	Performs multiplication combinations and division facts to 9 (9 x 6 = 54; 54 ÷ 9 = 6)/ to 12						
43.0	Multiplies and divides two-place numbers by one place numbers						
44.0	Multiplies and divides three - or four-place numbers by one-place numbers.						
45.0	Solves practical word problems requiring multiplication and division						
46.0	Multiplies and divides two-place numbers by two-place numbers						
47.0	Multiplies and divides three or four-place numbers by two-place numbers.						
48.0	Equates fraction and decimal notation (3/4 = .75)						
49.0	Adds and subtracts fraction and decimal quantities.						
50.0	Multiplies and divides fractions and decimals. Computes simple percentages (5% of $2.25) . .						

36
PRACTICAL MATH

IDENTIFYING BEHAVIORS:

Confuses value of coins ● Confuses days of week, months of year ● Tells time incorrectly ● Counts out change incorrectly ● Uses measuring tools ineffectively (e.g., scale, ruler, yardstick)

Date of observation _____

		1	2	3	4	5	6
1.0	Looks at/for clock when asked, "Is it recess, lunch, bed time?"						
2.0	Selects long, longer, longest from group of objects						
3.0	Selects heavier, lighter, same weighted object from group of objects.						
4.0	Exchanges coins for desired item - no value concept						
5.0	Matches coins (e.g., quarter to quarter, dime to dime).						
6.0	Adds items to balance a pre-set balance scale						
7.0	Names penny						
8.0	Selects penny when presented with penny, nickel, dime						
9.0	Names nickel and dime						
10.0	Selects nickel/dime when presented with penny, nickel, dime.						
11.0	Names quarter and half-dollar						
12.0	Selects a quarter/half dollar from group of coins						
13.0	Compares value of coins (e.g., dime is worth more than nickel)						
14.0	Reads numerals on clock face. Associates hand placement with routine activity.						
15.0	Measures using tool same length as line (e.g., uses ruler to measure 12-inch line)						

		1	2	3	4	5	6
16.0	Adds items to attain a pre-marked point on scale of weights.						
17.0	Uses evenly spaced markings on tool to measure a line shorter than the tool (e.g., uses ruler to measure 6-inch line)						
18.0	Measures liquid to capacity of container. Measures liquids to marked line on container						
19.0	Names days of week in succession.						
20.0	Relates "today, tomorrow, yesterday" to days of the week						
21.0	Tells time using before and after						
22.0	Locates day of week on calendar						
23.0	Locates date on calendar - number and day . .						
24.0	Uses morning, afternoon, night to describe parts of the day.						
25.0	Tells time at the hour - minute hand on 12. .						
26.0	Tells time at the quarter hour - 15, 30, 45 minutes						
27.0	Measures using tool shorter than the line and counting the lengths (e.g., uses ruler to measure 15-inch line)						
28.0	Names bill denominations and compares values ($1, 5, 10)						
29.0	Combines coins to equal larger one (e.g., 2 nickels = one dime)						
30.0	Tells counting facts (e.g., 12 eggs = 1 dozen)						
31.0	Tells linear measurement facts (e.g., 12 inches = 1 foot).						
32.0	Measures liquids to specified line in container having several marked lines						
33.0	Adds items to attain a requested weight on a numbered scale of weights						

		1	2	3	4	5	6
34.0	Combines coins to equal an odd total up to 24¢						
35.0	Combines coins to equal an odd total up to 49¢						
36.0	Combines coins to equal an odd total up to 99¢						
37.0	Names months in succession and current month. Locates month on calendar						
38.0	Tells time to 5-minute intervals.						
39.0	Counts out correct change up to one quarter .						
40.0	Counts out correct change up to half-dollar .						
41.0	Counts out correct change up to one dollar. .						
42.0	Counts out correct change from over one dollar						
43.0	Tells linear and liquid measurement facts using fractions (e.g., 1/2 yd = 18 in., 4 quarts = 1 gallon).						
44.0	Tells weight of item to nearest pound and ounce on scale.						
45.0	Matches coins and/or bill to decimal and symbol (e.g., dime = $.10, one dollar and a quarter = $1.25).						
46.0	Tells time to the minute.						
47.0	Measures using inch, foot, yard						
48.0	Tells exact weight of item (fractions of unit)						
49.0	Uses measurement facts (e.g., 16 oz.= 1 lb.) to compute weight						
50.0	Selects items of total price under amount possessed. Counts change from a purchase . .						

37
WRITING

IDENTIFYING BEHAVIORS:

Forms letters from right to left rather than from left to right ● Dissociates letters into separate parts (b =) ● Reverses letters in words (saw = was) ● Mirrors letters/numbers (b for d, p for q, for 7, for 4) ● Perseverates letters (for n) ● Writes cramped, uneven, large letters ● Holds pencil with fist, rather than fingers ● Copies from blackboard incorrectly ● Writes slowly ● Writes using varied slant, pencil pressure or spacing between letters

Date of observation _____

		1	2	3	4	5	6
1.0	Makes marks (e.g., chicken scratch, random lines) with pencil or crayon held in fist . . .						
2.0	Scribbles (e.g., circular, horizontal or vertical strokes) with pencil or crayon held in fist						
3.0	Draws a vertical line, imitating adult						
4.0	Draws a horizontal line, imitating adult. . . .						
5.0	Performs push-pull strokes (e.g., V, ^), imitating adult						
6.0	Draws circle, imitating adult						
7.0	Draws line between two parallel lines						
8.0	Draws recognizable face with eyes, nose, mouth						
9.0	Holds pencil or crayon in fingers						
10.0	Draws horizontal/vertical line, copying model .						
11.0	Draws oblique lines (,), copying models.						
12.0	Draws vertical cross, imitating adult (+) . . .						
13.0	Draws square, imitating adult						
14.0	Draws oblique cross, imitating adult (X). . . .						
15.0	Draws triangle, imitating adult						

		1	2	3	4	5	6
16.0	Draws diamond, imitating adult						
17.0	Colors within heavy outlines/within faint outlines						
18.0	Draws three-part man, six-part man (head, body, two arms, two legs).						
19.0	Draws letter/number shapes, copying models (e.g., C , ↄ , ∪ , ∩ , o , v , ∧ , > , L , ⌟ , ⌜ , ⌣ , ⌜ , ⌝)						
20.0	Prints/writes letters, numbers, imitating adult						
21.0	Draws circle, crosses, square, triangle, diamond, copying model						
22.0	Prints/writes numbers and letters, copying model.						
23.0	Draws circle, crosses, square, triangle,diamond without model						
24.0	Prints/writes the following numbers and letters without models: e.g,9, 4, 3, 2; b, d, u, n, t, j						
25.0	Forms numbers and letters from left to right . .						
26.0	Prints/writes all letters in the alphabet, all numbers 0-9, correctly without models						
27.0	Prints/writes own first name, copying model . .						
28.0	Prints/writes own first name without model . . .						
29.0	Prints/writes own first name using a capital first letter						
30.0	Prints/writes simple words, copying models . . .						
31.0	Prints/writes simple words, without models . . .						
32.0	Prints/writes own last name, copying model . . .						
33.0	Prints/writes simple sentences, copying model. .						
34.0	Prints/writes own first and last name without model.						
35.0	Prints/writes simple sentences, without model. .						

		1	2	3	4	5	6
36.0	Prints/writes father's/mother's first and last name, without model.						
37.0	Prints/writes number and street in address without model.						
38.0	Prints/writes simple paragraphs, without model .						
39.0	Copies letter(s) or word(s) that is on left of same page						
40.0	Copies letter(s) or word(s) that is above on same page						
41.0	Copies letter(s) or word(s) that is on separate paper to the left or above						
42.0	Copies six-inch letters from board located one foot away from pupil/three feet away/six feet away						
43.0	Copies some letters of word from board in front of room						
44.0	Copies all letters and words from board in front of room						
45.0	Prints/writes personal letters. Prints/writes full address						
46.0	Prints/writes letters with appropriate salutations, closings and placement. Addresses envelope. Fills out application forms						
47.0	Prints/writes legibly using consistent slant, pencil pressure, spacing between letters						
48.0	Holds pencil in relaxed fashion; writes for extended period of time without stopping because of tired hand						
49.0	Writes own signature						
50.0	Prints and writes all written communication (e.g., factual, creative, persuasive, personal).						

3e
SPELLING

IDENTIFYING BEHAVIORS:

Spells according to own rules ● Pairs sounds to letters incorrectly ● Blends sounds incorrectly ● Gives up when asked to spell

Date of observation _____

		1	2	3	4	5	6
1.0	Says what sound the written letters m, p, b make						
2.0	Points out which letter in a word makes a given sound (e.g., points to p in pat)						
3.0	Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat)						
4.0	Writes letter when its name is spoken (e.g., writes p)						
5.0	Writes letter when its sound is spoken						
6.0	Says what sound the written letters h, w, wh make						
7.0	Points out which letter(s) in a word makes a given sound (e.g., points to h in hat)						
8.0	Verbalizes which letter(s) in a word makes a given sound (e.g., says "h" in hat)						
9.0	Writes letter(s) when its name is spoken (e.g., writes h)						
10.0	Writes letter(s) when its sound is spoken						
11.0	Says what sound the written letters t, d, c, k, g, f, v make						
12.0	Points out which letter in a word makes a given sound						
13.0	Verbalizes which letter in a word makes a given sound						
14.0	Writes letter when its name is spoken (e.g., writes t)						
15.0	Writes letter when its sound is spoken						

		1	2	3	4	5	6
16.0	Says what sound the written letters l, r, n, j, y, s, z, x make.						
17.0	Points out which letter makes a given sound (e.g., r in rat).						
18.0	Verbalizes which letter makes a given sound (e.g., says "r" in rat)						
19.0	Writes which letter makes a given sound (e.g., writes r)						
20.0	Writes letter when its sound is spoken.						
21.0	Says what long sound the written letters a, e, i, o. u, y make (see Articulation). . . .						
22.0	Says what short sound the written letters a, e, i, o, u, y make (See Articulation). . . .						
23.0	Points out which letter in a word makes a given sound (e.g., points to a in pat, a in paper). .						
24.0	Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat, paper).						
25.0	Writes letter when its name is spoken (e.g., writes a)						
26.0	Writes letter when its sound is spoken (e.g., writes a for ā, ă).						
27.0	Says what sound the following written blends make: th, wh, ch, pl, dr, ck, sl, st, tr, br, sh, gr, pr, wr, sm, sk, sp, cl, bl, fl, fr, kn.						
28.0	Points out which letters in a word make a given sound (e.g., points to sp in spat).						
29.0	Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat)						
30.0	Writes letters when their sound blend is spoken						
31.0	Says what sound vowel diphthongs ou, oi, oo make.						
32.0	Points out which letters in a word make a given sound (e.g., points to ou in out)						

		1	2	3	4	5	6
33.0	Verbalizes which letters in a word make a given sound (e.g., says "ou" in out).						
34.0	Writes letters when diphthong sound is spoken. .						
35.0	Decodes initial consonant of a word.						
36.0	Decodes initial and final consonants of a word						
37.0	Decodes initial, final and medial consonants of a word						
38.0	Decodes initial, final and medial vowels of a word						
39.0	Spells familiar one-syllable words						
40.0	Spells meaningful units						
41.0	Decodes familiar multi-syllabic words by breaking them into meaningful unit and letter sounds						
42.0	Blends letters and meaningful units to spell the familiar multi-syllabic word as a unit . . .						
43.0	Spells unfamiliar (unknown spelling) one-syllable words						
44.0	Spells unfamiliar multi-syllabic words						
45.0	Spells words which are similar in consonant sounds						
46.0	Spells words which are similar in vowel sounds .						
47.0	Spells similar words correctly when context provided						
48.0	Spells homonyms (e.g., ate, eight) correctly when context provided.						
49.0	Spells aloud or writes according to conventional standards						
50.0	Uses dictionary to locate spelling of unfamiliar words						

39
REASONING

IDENTIFYING BEHAVIORS:

Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences ● Has difficulty making judgments in sequence, size, weight, situation

Date of observation _____

		1	2	3	4	5	6
1.0	Sorts objects by color/shape/size/length. . .						
2.0	Points to or places object up, down/on, in, out/under, over/top, bottom/by, beside, behind/before, after/above, below/in, front, back/around, through.						
3.0	Draws picture to illustrate one piece of information (e.g., draws a man)						
4.0	Locates which out of five objects or pictures doesn't belong in same class/category (e.g., slipper, cowboy boot, baby shoe, apple, high heel)						
5.0	Gives one reason why object or pictured object doesn't belong with other four						
6.0	Sorts five multiply-classed objects or pictures according to class/category (e.g., doctor, mailman, car, truck, barber)						
7.0	Names classes/categories of sorted objects. .						
8.0	Sorts five multiply-classed pictured objects according to function						
9.0	Matches like objects/pictures of objects. . .						
10.0	Matches like letters/words.						
11.0	Places three simple pictures in sequence. . .						
12.0	Orders three written or verbal sentences in sequence.						
13.0	Makes judgments in size (e.g., determines which of three similarly-sized pictured objects is largest/smallest in reality) . . .						

	1	2	3	4	5	6
14.0 Makes judgments in length (e.g., determines which of three similarly-sized pictured objects is longest/shortest in reality) . . .						
15.0 Makes judgments in weight (e.g., determines which of three pictured objects is heaviest/lightest)						
16.0 Makes judgments in distance (e.g., determines which of three objects in a room is closest to/farthest from self)						
17.0 Makes judgments in temperature (e.g., determines which of three objects/locations is hottest/coldest).						
18.0 Makes judgments in time (e.g., determines which of three time periods is longest/shortest)						
19.0 Makes judgments in speed (e.g., determines which of three objects/animals moves fastest/slowest).						
20.0 Draws picture to illustrate two pieces of information (e.g., draw a sad man).						
21.0 Determines three ways in which objects are similar						
22.0 Determines three ways in which objects are different						
23.0 Draws a picture to illustrate three pieces of information (e.g., draws a sad man with a green hat).						
24.0 Finds the incongruous/out-of-place/misdirected object (e.g., points to missing ear on picture of a man)						
25.0 Places four pictures in sequence.						
26.0 Orders four written or verbal sentences in sequence.						
27.0 Completes sequential pattern of four objects (e.g., groups of five blocks, six blocks, ___ blocks, eight blocks)						
28.0 Places five or more pictures in sequence. . .						

		1	2	3	4	5	6
29.0	Orders five written or verbal sentences in sequence.						
30.0	Completes sequential pattern using abstract media (e.g., infant, old man, toddler, teenager, adult).						
31.0	Makes judgments in sequence (e.g., determines what might happen next after shown two sequenced pictures)						
32.0	Matches objects, pictures, words, sounds that belong together (e.g., draws line to match the word cow with milk, dog with bark, bat with ball).						
33.0	Matches opposites (e.g., hot and cold, fat and skinny, laugh and cry						
34.0	Completes analogies when given three of the four words/concepts/pictures (e.g., airplane is to sky as boat is to _____, comb is to hair and toothbrush is to _____).						
35.0	Sorts numbers into piles of ones, tens, hundreds, etc..						
36.0	Sorts letters into piles of vowels and consonants						
37.0	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc						
38.0	Alphabetizes a group of words by first letter of word						
39.0	Alphabetizes a group of words using all letters in word						
40.0	Locates familiar (known meaning and spelling) words in the dictionary (e.g., cat, good, black, small, work)						
41.0	Locates unfamiliar (unknown meaning and spelling) words in dictionary						
42.0	Uses index to find page on which specific information is located.						
43.0	Determines possible effect(s) of a given cause (e.g., what might happen if a match is put to paper)						

		1	2	3	4	5	6
44.0	Determines possible cause(s) of a given effect (e.g., what could cause a flood) . . .						
45.0	Determines possible consequence(s) of a given action in a choice of two						
46.0	Determines possible consequences of both actions in a choice of two.						
47.0	Compares consequences of both actions						
48.0	Makes decision based upon the consequences of the two actions						
49.0	Determines possible consequences of three or more actions in a multiple-choice situation .						
50.0	Explains meaning or moral of fairy tales, fables, proverbs, sayings, popular songs, news events, etc.						

40
MUSIC & RHYTHMS

IDENTIFYING BEHAVIORS:

Moves to music in non-rhythmic way ● Marches/dances ignoring beat ● Uses rhythm instrument but produces no pattern

Date of observation _____

		1	2	3	4	5	6
1.0	Mimics simple gross rhythmic hand movements (e.g., claps with music).						
2.0	Entertains self playing with musical toys (e.g., push/pull type toy).						
3.0	Mimics simple gross rhythmic foot movements (e.g., marks time with feet).						
4.0	Moves in circular pattern						
5.0	Sways and rocks whole body using simple rhythmic movement						
6.0	Makes fine hand/foot rhythmic movements (e.g., snaps fingers, taps foot).						
7.0	Plays rhythm instruments.						
8.0	Marches in time to repetitious beat						
9.0	Shifts body rhythm when music tempo changes .						
10.0	Participates in group songs with singing voice						
11.0	Follows/mimics others' play activities. . . .						
12.0	Hums/sings parts of familiar songs.						
13.0	Plays simple rhythmic patterns on rhythm sticks						
14.0	Sings phrases of songs.						
15.0	Reproduces some actions to familiar songs . .						
16.0	Claps to beat of familiar songs or to speech cadence/patterns.						
17.0	Bounces ball (rhythmically)						

		1	2	3	4	5	6
18.0	Matches notes or tones.						
19.0	Imitates high and low notes or tones vocally.						
20.0	Plays records at appropriate speeds						
21.0	Plays rhythm instrument in simple pattern . .						
22.0	Improvises body movements to follow tempo/ rhythm						
23.0	Sings whole songs by rote						
24.0	Plays rhythm instrument in various rhythm patterns.						
25.0	Sings parts of contemporary songs from memory						
26.0	Plays accent beat of music on rhythm instrument.						
27.0	Plays a few bars of music on melody instrument.						
28.0	Dances using simple steps (e.g., modern dance or waltz)						
29.0	Sings simple rounds taking one part						
30.0	Performs square dancing						
31.0	Plays rhythm counterpoint on rhythm instrument.						
32.0	Plays instrument or sings following conductor's direction in group (e.g., loud, soft)						
33.0	Carries simple harmony to melody.						
34.0	Participates in social dances with a partner.						

41
ART & CRAFTS

IDENTIFYING BEHAVIORS:

Scribbles but does not draw ● Tears/rips paper but produces no designs ● Uses paste ineffectively ● Has difficulty cutting with scissors

Date of observation _____

		1	2	3	4	5	6
1.0	Entertains self looking at picture books. . .						
2.0	Makes one-color drawings.						
3.0	Finger paints						
4.0	Colors picture using a variety of colored crayons/pencils						
5.0	Paints pictures using a variety of colors . .						
6.0	Makes simple shapes from clay						
7.0	Draws/paints, telling or showing what he is doing						
8.0	Relates color to objects (e.g., colors apples red)						
9.0	Entertains self with resources at hand. . . .						
10.0	Cuts/tears paper to make designs/shapes . . .						
11.0	Pastes materials to make a collage.						
12.0	Forms geometric shapes with connecting (e.g., tinker or lego) or stack toys (e.g., blocks, rings).						
13.0	Draws simple recognizable forms on request (e.g., man, dog).						
14.0	Uses art skills to make a craft product (e.g., cut, paste).						
15.0	Cuts/pastes a variety of materials to make 3D design						
16.0	Pastes colored cutouts to make a complete picture						
17.0	Divides pictures into different areas (e.g., ground, sky)						

		1	2	3	4	5	6
18.0	Makes simple product by weaving						
19.0	Models with clay.						
20.0	Builds objects with common materials (e.g., twigs, paperclips).						
21.0	Designs and constructs collages						
22.0	Uses arts and crafts skills during leisure time.						
23.0	Scales objects in drawings (e.g., car larger than man)						
24.0	Carves soap, balsa wood						
25.0	Entertains self with solitary games						
26.0	Uses a variety of art techniques for effect (e.g., shading)						
27.0	Expresses movement in drawings						
28.0	Uses wood-working skills to make a product. .						
29.0	Assembles plastic or wood kits.						
30.0	Uses sewing skills to make a product.						
31.0	Draws simple perspectives						
32.0	Copies simple art motifs/geometric designs. .						
33.0	Makes decorative house accessories.						

42
PRE-VOCATIONAL SKILLS

IDENTIFYING BEHAVIORS:

Neglects to determine information about potential job(s) ● Prepares inadequately for job interviews and jobs ● Gets lost when going to work ● Appears inept/awkward on the job ● Arrives late for work/appointments ● Spends money on inappropriate items and has an inadequate amount left for necessities

Date of observation _____

		1	2	3	4	5	6
1.0	Determines own skills possessed						
2.0	Determines job area interests after participating in a number of training settings . . .						
3.0	Reads newspaper to locate jobs or training. .						
4.0	Contacts Department of Human Resources to locate jobs or training						
5.0	Determines job possibilities in the community						
6.0	Identifies skills needed for jobs in community						
7.0	Determines need for additional training based on interest and current skills.						
8.0	Determines tools or equipment needed for each job, if possible.						
9.0	Role plays job interviews - demonstrates variety of roles applicants can play.						
10.0	Discusses the consequences of choosing job/company unwisely.						
11.0	Role plays on-the-job behavior: how to address or interact with boss, co-workers, others . .						
12.0	Fills out job applications.						
13.0	Determines how to get to potential job/interviews.						
14.0	Uses elevators or steps to get to higher floors						

		1	2	3	4	5	6
15.0	Determines job-related information: duties, hours, location, pay and pay period, benefits, tools required, type of dress, number of people to be worked with and skill levels required . .						
16.0	Acquires necessary tools for obtained job . . .						
17.0	Determines method and route for travel.						
18.0	Describes his location by street signs.						
19.0	Rides bus to one specific location.						
20.0	Travels to and from work.						
21.0	Uses the community public transportation system with no change of bus						
22.0	Uses the community public transportation system with bus change required.						
23.0	Uses alternate method(s) of transportation if one is unavailable.						
24.0	Uses public transportation for unfamiliar journeys.						
25.0	Arrives at work on time and follows daily lunch/break schedule.						
26.0	Demonstrates value of coins to dollar						
27.0	Pays for lunches and transportation, making correct change, if required						
28.0	Records number of hours spent on job.						
29.0	Calculates wages for hours worked						
30.0	Calculates wages for hours worked minus approximate deductions.						
31.0	Accepts criticism and attempts to implement suggestions						
32.0	Stops work on project when mistake is identified.						
33.0	Asks for advice after identifying mistake . . .						
34.0	Identifies and corrects mistake on project. . .						

		1	2	3	4	5	6
35.0	Accepts and follows directions.						
36.0	Participates in group projects.						
37.0	Works alone						
38.0	Maintains tools in proper condition with supervision						
39.0	Maintains tools without supervision						
40.0	Uses approximate amount of material required for project (after training) - some waste . .						
41.0	Uses only amount of material required for project - little waste.						
42.0	Evaluates own performance based on company or supervisor standards						
43.0	Works slowly - has to be reminded of speed required or schedule to be met.						
44.0	Works steadily at reasonable speed to get job done.						
45.0	Identifies banking deposit slips, withdrawal slips and checks.						
46.0	Makes bank deposits/withdrawals and writes checks						
47.0	Determines necessities for living and approximates costs of rent, food, clothing, transportation, etc.						
48.0	Works out a simple budget and budgets paycheck						
49.0	Follows budget.						
50.0	Discusses and role plays appropriate behaviors relative to different social and work situattions. Participates in group work evaluations. Provides recommendations						

43
KITCHEN SKILLS

IDENTIFYING BEHAVIORS:

Washes dishes ineffectively ● Puts dishes away in wrong places ● Neglects cleaning of kitchen and appliances ● Spills while stirring, carrying liquids ● Burns food ● Burns self when removing food from oven ● Needs help in preparing shopping list, selecting food items ● Has difficulty reading and following menus ● Neglects to refrigerate frozen foods ● Neglects to set table completely

Date of observation _____

		1	2	3	4	5	6
1.0	Evidences desire to help another cook or prepare food - asks or communicates in some other fashion						
2.0	Scrapes and rinses dishes						
3.0	Measures detergent for soapy hot water						
4.0	Washes dishes with another person						
5.0	Washes dishes alone						
6.0	Dries dishes or arranges dishes in proper places in drying rack						
7.0	Puts dishes away in proper places						
8.0	Cleans up kitchen (picks up dishes, cleans table, kitchen area)						
9.0	Cleans sink						
10.0	Cleans stove						
11.0	Cleans refrigerator						
12.0	Cleans cupboards, cleans drawers						
13.0	Sweeps floors						
14.0	Uses common available kitchen utensils (e.g., knives, spoons, etc.)						
15.0	Cleans produce						
16.0	Cuts food into large pieces when preparing food for meals						

		1	2	3	4	5	6
17.0	Peels and grates food for meals						
18.0	Shells and dices foods.						
19.0	Identifies different foods (meats, fish, poultry, vegetables, fruits, cereal grains, dairy).						
20.0	Stirs food without spilling						
21.0	Carries filled container without spilling . . .						
22.0	Obtains ingredients for recipe when told/ shown what they are						
23.0	Carries out operations called for in recipe when those operations are explained and demonstrated.						
24.0	Follows recipe with supervision						
25.0	Uses standard solid and liquid measures (cups, teaspoons, etc.)						
26.0	Tells when a unit of time has passed. Sets oven timer.						
27.0	Set oven/burners to given temperature						
28.0	Regulates heat of oven/burners as cooking progresses.						
29.0	Uses pot holders to put items in oven or remove them						
30.0	Uses available kitchen appliances (e.g., can opener, egg beater, blender, mixer, toaster, coffee maker).						
31.0	Follows oral recipe (prepares and cooks). Follows written recipe.						
32.0	Compiles shopping list from recipe(s)						
33.0	Compiles shopping list from items missing from home stock						
34.0	Determines approximate amount of money required for amount of food to be purchased . .						
35.0	Picks food off shelves in store using shopping list for choices						

		1	2	3	4	5	6
36.0	Pays for food. Determines correct amount of change (if any) to be received.						
37.0	Places food in home refrigerator/freezer that was in store's refrigerator/freezer						
38.0	Places opened food in refrigerator.						
39.0	Places appropriate foods in refrigerator or on shelves.						
40.0	Chooses food for a simple meal (main dish, vegetable, dessert) - plans a simple menu. . . .						
41.0	Plans simple menus for entire day's meals . . .						
42.0	Prepares simple meals from previously prepared menus.						
43.0	Prepares meal which includes complex dish requiring multiple steps (e.g., casserole, cake, cookies, etc.).						
44.0	Cleans up kitchen after preparing food (includes storing left-over food and returning ingredients to shelves/storage)						
45.0	Identifies four basic food groups (meat, vegetables and fruits, cereals, dairy). Prepares meals so that all groups are represented during day						
46.0	Places dishes/glasses on the table.						
47.0	Places silver on the table.						
48.0	Places tablecloth or placemats on the table. Places napkins at each place.						
49.0	Sets entire table by self						
50.0	Serves food by self						

44
HOMEMAKING SKILLS

IDENTIFYING BEHAVIORS:

Leaves bed unmade ● Uses vacuum ineffectively ● Neglects to clean house ● Attempts to use iron but does not remove wrinkles ● Needs reminders to wash clothes ● Leaves dust on furniture ● Lets garbage, trash, ash trays overflow

Date of observation _____

		1	2	3	4	5	6
1.0	Mimics adult's concern about spill or dirt. .						
2.0	Mimics adult's cleanup behavior						
3.0	Evidences concern about or pays attention to spills or dirt.						
4.0	Cleans up spills or dirt by cloth, mop or broom when told it is necessary						
5.0	Picks up paper and trash						
6.0	Places trash in proper receptacle						
7.0	Plays house, performing duties that parents or other adults have been observed to do . .						
8.0	Plays house, performing role-differentiated duties; girl plays mother's role, boy plays father's role						
9.0	Dusts furniture						
10.0	Empties wastebaskets, ashtrays, garbage can .						
11.0	Vacuums small room.						
12.0	Vacuums more than one room						
13.0	Cleans up entire house using vacuum cleaner .						
14.0	Determines when vacuuming is necessary. . . .						
15.0	Cleans or washes sinks, toilets, floors, walls, mirrors, chalk boards, erasers, etc., with supervision						
16.0	Cleans or washes sinks, toilets, floors, walls, mirrors, chalkboards, erasers, etc. without supervision						

		1	2	3	4	5	6
17.0	Waxes floors with supervision						
18.0	Waxes floors without supervision.						
19.0	Cleans house when reminded it is necessary. .						
20.0	Independently determines when to clean house.						
21.0	Cleans or dusts using appropriate tool (e.g., broom, mop, vacuum, rag, brush)						
22.0	Waters indoor plants.						
23.0	Hand washes clothes in sink						
24.0	Helps another wash clothes in machine						
25.0	Helps another dry clothes in machine or on line.						
26.0	Sets water/air temperature of washer/dryer. .						
27.0	Washes clothes when collected and sorted by color, fabric, amount by another person using pre-measured washing products						
28.0	Washes previously sorted clothes using correct amounts of washing products						
29.0	Identifies clothes in need of washing						
30.0	Collects, sorts and washes clothes						
31.0	Dries clothes - hangs or machine dries. . . .						
32.0	Helps fold, put away clothes.						
33.0	Folds and puts away clothes						
34.0	Helps with ironing						
35.0	Irons small flat clothes						
36.0	Irons simple blouses.						
37.0	Irons shirts, dresses, pants, etc. and hangs or folds them						
38.0	Puts away ironed garments						
39.0	Determines when clothes need ironing (appearance, situational use).						

		1	2	3	4	5	6
40.0	Irons clothes when necessary.						
41.0	Helps another straighten bed.						
42.0	Identifies name, function and position of top sheet, bottom sheet, blanket, spread, pillow and pillow case.						
43.0	Helps another to change bed						
44.0	Puts on flat or fitted bottom sheet						
45.0	Straightens bed alone when told to do so. . . .						
46.0	Changes bed alone when told to do so (Includes: lining up sheets to be even, making corners, laying blankets on bed, putting on spread, putting on pillowcase, putting pillow in place).						
47.0	Straightens and changes bed when necessary. . .						
48.0	Determines when an appliance is inoperative and in need of repair						
49.0	Arranges for minor repairs to be accomplished on appliances						
50.0	Sews buttons, patches clothing.						

45
OUTDOOR SKILLS

IDENTIFYING BEHAVIORS:

Waters lawn, missing large areas ● Has difficulty using lawnmower ● Cleans car/ house exterior/lawn poorly ● Lacks gardening skills

Date of observation _____

		1	2	3	4	5	6
1.0	Waters lawn/ground plants/seedbeds with hose.						
2.0	Waters lawn with automatic sprinkler.						
3.0	Cuts lawn with hand mower						
4.0	Cuts lawn with power mower.						
5.0	Rakes lawn for grass/leaves						
6.0	Identifies and uses common gardening tools .						
7.0	Cleans, maintains garden tools and returns them to their storage area.						
8.0	Digs hole for tree/bush						
9.0	Turns ground over						
10.0	Rakes ground to level and clean						
11.0	Digs furrows for seeds.						
12.0	Plants seeds at regular intervals or broadcasts them.						
13.0	Covers seeds with correct amount of soil. . .						
14.0	Identifies weeds.						
15.0	Pulls weeds						
16.0	Identifies plant disease or insect problems .						
17.0	Obtains advice on garden problems						
18.0	Prunes trees/shrubs using appropriate tools .						
19.0	Starts/stops power mower.						
20.0	Sprays plants for insects, disease.						
21.0	Places plants/bushes, trees in ground around house						

		1	2	3	4	5	6
22.0	Prepares cuttings using appropriate tools . .						
23.0	Mixes soil.						
24.0	Prepares soil flats						
25.0	Propagates seeds.						
26.0	Transplants sprouts to cans						
27.0	Stacks and stores flats and cans.						
28.0	Pots trees.						
29.0	Washes flats and cans						
30.0	Trims lawn						
31.0	Trims hedges.						
32.0	Shapes trees/bushes - advanced pruning. . . .						
33.0	Fertilizes container plants						
34.0	Sets and maintains gopher traps						
35.0	Operates rototiller						
36.0	Operates tractor.						
37.0	Operates or works in roadside fruit and vegetable stand.						
38.0	Hauls appropriate trash and cuttings to compost pile						
39.0	Irrigates large areas						
40.0	Picks field crops						
41.0	Sorts picked crops for ripeness, edibility. .						
42.0	Sacks and loads picked crops for shipment . .						
43.0	Mixes paint						
44.0	Paints house.						
45.0	Cleans house windows.						
46.0	Cleans car interior and car windows						

	1	2	3	4	5	6
47.0 Washes car.						
48.0 Washes and dries car.						
49.0 Washes, dries and polishes car.						

46
SIGN LANGUAGE

IDENTIFYING BEHAVIORS:

Uses only gestures and facial expressions to communicate● Identifies a limited number of signs● Does not produce signs on own● Uses one sign for many words● Reads and signs only single words● Neglects to interpret face, body of speaker to get clues● Neglects to use own body to give clues● Signs using gross movements● Signs only noun and verb in sentence● Neglects to sign prepositions, conjunctions, articles, plurals, suffixes, etc● Uses one sign for all tenses of verb● Signs using inconsistent rhythm● Signs using incorrect syntax

Date of observation_____

		1	2	3	4	5	6
1.0	Communicates by pulling another to show him object, person or situation.						
2.0	Uses gestures (facial, arm, feet) to make wants or needs known.						
3.0	Watches face and body of speaker to get clues as to meaning of signed communication . . .						
4.0	Responds to single signs pertaining to own wants or needs when signed by another (e.g., more, mama, no, water)						
5.0	Imitates single signs expressing own wants or needs signed by another.						
6.0	Produces single signs expressing own wants or needs without a model						
7.0	Uses one sign for many related things or for similarly formed signs.						
8.0	Uses face and body to give clues as to meaning of signed communication						

		1	2	3	4	5	6
9.0	Smiles and frowns to give clue to meaning of signed communication. . . .						
10.0	Uses hands, arms, feet, shoulders, knees to add expression to signs (e.g., tiptoes, stamps, shrugs). . . .						
11.0	Uses speed and vigor of signing to express haste, fear, anger, laziness, etc.						
12.0	Responds to sign for own name when signed by another						
13.0	Imitates sign for own name when signed by another.						
14.0	Produces signs for own name without a model						
15.0	Pairs siblings, classmates, friends with their name signs when shown their signs by another.						
16.0	Imitates signs for siblings, etc., when signed by another						
17.0	Produces sign for siblings, etc., without a model.						
18.0	Points to 5 familiar objects when shown their signs by another.						
19.0	Imitates signs for 5 familiar objects when signed by another.						
20.0	Produces sign for 5 familiar objects without a model						
21.0	Points to 10 familiar objects when shown their signs by another.						
22.0	Imitates signs for 10 familiar objects when signed by another						
23.0	Produces signs for 10 familiar objects without a model						

	1	2	3	4	5	6
24.0 Pairs 10 adjective signs signed by another with appropriate pictures, objects.						
25.0 Produces 10 adjective signs without a model.						
26.0 Pairs 10 action verbs signed by another with their appropriate actions .						
27.0 Produces signs for 10 action verbs without a model						
28.0 Reads and signs 2-word phrases						
29.0 Points to 20 familiar objects when shown their sign by another. Points to 50. Points to 100.						
30.0 Produces signs for 20 familiar objects without a model. Produces signs for 50, for 100						
31.0 Pairs 20 verb signs signed by another with their appropriate actions. Pairs 50						
32.0 Produces signs for 20 action verbs without a model. Produces signs for 50						
33.0 Pairs 20 adjective signs signed by another with appropriate pictures, objects. Pairs 50 signs.						
34.0 Produces 20 adjective signs without a model. Produces 50 adjective signs . .						
35.0 Reads and signs 3-word phrases. . . .						
36.0 Reads and signs 4-word phrases. . . .						
37.0 Reads and signs kernel sentences with noun and verb phrase.						
38.0 Signs using precise rather than gross movements.						

	1	2	3	4	5	6
39.0 Reads and signs pronouns and possessive pronouns.						
40.0 Reads and signs present forms of the verb to be (e.g., am, are, is)						
41.0 Reads and signs prepositions, articles, conjunctions, prefixes, suffixes, numbers and plurals.						
42.0 Reads and signs questions. Uses facial expressions to give clue that question is being signed.						
43.0 Reads and signs conversations. Initiates signed conversations.						
44.0 Reads and signs described events in the past tense.						
45.0 Reads and signs described events in the future tense						
46.0 Reads and signs compound sentences . . .						
47.0 Reads and signs complex sentences. . . .						
48.0 Signs conversations with consistent shythm						
49.0 Converses with signs using fingerspelling only to communicate words which have no sign or for which the sign is not known						
50.0 Signs conversations simultaneously as they are spoken						

47
FINGERSPELLING

IDENTIFYING BEHAVIORS:

Neglects to watch fingerspeller to get clues as to meaning of communication ● Fingerspells using only general configurations of words ● Imitates letters but does not produce independently ● Fingerspells only first letter of names ● Identifies only first letter of words, names ● Fingerspells using imprecise movements ● Fingerspells letters with rigid fingers ● Fingerspells letters within word in inconsistent rhythm ● Fingerspells words within sentence in inconsistent rhythm ● Neglects to pause between words ● Neglects to use abbreviations

Date of observation_____

		1	2	3	4	5	6
1.0	Watches face and body of fingerspeller to get clues as to meaning of communication . .						
2.0	Recognizes the distinctive finger movement of a particular fingerspelled letter as the symbol for own name						
3.0	Relates general configuration of own name to self						
4.0	Recognizes the distinctive finger movement of particular fingerspelled letters as the symbol for names of classmates and siblings						
5.0	Relates general configurations of names of classmates and siblings to them						
6.0	Recognizes the distinctive finger movement of particular fingerspelled letters as the symbol for familiar 3 and 4 letter words .						
7.0	Relates general configuration of familiar 3 and 4 letter words to their pictures or other symbols.						
8.0	Uses face and body to give clues as to fingerspelled communication						
9.0	Imitates first letter of own name when fingerspelled by another						

		1	2	3	4	5	6
10.0	Imitates first letter of names of classmates and siblings when fingerspelled by another						
11.0	Imitates general configuration of letters in own name when fingerspelled by another . .						
12.0	Imitates general configuration of letters in names of classmates and siblings when fingerspelled by another						
13.0	Relates general configuration of own name to printed name						
14.0	Relates general configuration of names of classmates and siblings to printed names . .						
15.0	Imitates general configuration of letters in familiar 3 and 4 letter words when fingerspelled by another						
16.0	Relates general configuration of familiar 3 and 4 letter words to pictures or to the printed words						
17.0	Produces isolated letters as symbols for familiar 3 and 4 letter words without a model						
18.0	Produces general configuration of own name without a model.						
19.0	Produces general configuration of names of classmates and siblings without a model . . .						
20.0	Produces general configuration of familiar 3 and 4 letter words without a model						
21.0	Recognizes double letters in a word when fingerspelled by another						
22.0	Relates general configuration of 5, 6, 7 and 8 letter words to pictures or to the printed words						
23.0	Follows 2 and 3 word directions when fingerspelled by another						
24.0	Responds appropriately to 2 and 3 word phrases when fingerspelled by another						

		1	2	3	4	5	6
25.0	Recognizes all letters of own name when fingerspelled by another						
26.0	Imitates all letters of own name when fingerspelled by another						
27.0	Produces all letters of own name without a model						
28.0	Imitates familiar 3 and 4 letter words fingerspelled by another						
29.0	Points to all letters of the alphabet when fingerspelled by another.						
30.0	Imitates all letters of the alphabet fingerspelled by another						
31.0	Fingerspells double letters correctly . . .						
32.0	Produces all letters of the alphabet without a model						
33.0	Produces 3 and 4 letter words without a model						
34.0	Imitates 5, 6, 7 and 8 letter words fingerspelled by another						
35.0	Produces 5, 6, 7 and 8 letter words without a model						
36.0	Relates words with more than 8 letters to pictures or to the printed words						
37.0	Imitates words with more than 8 letters when fingerspelled by another						
38.0	Produces words with more than 8 letters without a model						
39.0	Relates phrases when fingerspelled by another to pictures or to the printed phrase						
40.0	Relates sentences of 4 and 5 words to pictures or to the printed sentence. . . .						

		1	2	3	4	5	6
41.0	Identifies punctuation when fingerspelled in a sentence.						
42.0	Identifies questions when fingerspelled by another.						
43.0	Fingerspells phrases. Fingerspells 4 and 5 word sentences						
44.0	Relates sentences of more than 5 words to pictures or to the printed sentence . . .						
45.0	Fingerspells sentences of more than 5 words.						
46.0	Relates conversations fingerspelled slowly by another to pictures or to the printed conversation						
47.0	Fingerspells questions correctly.						
48.0	Fingerspells conversations slowly						
49.0	Relates conversations fingerspelled rapidly by another to pictures or to the printed conversation.						
50.0	Fingerspells conversations as rapidly as they are spoken.						

48
SPEECHREADING

IDENTIFYING BEHAVIORS:

Neglects to watch lips and eyes of speaker ● Reads only words paired with clues ● Follows verbal commands only when paired with clues ● Reads only known words ● Reads lips only of familiar person ● Reads lips of speakers in a group with great difficulty ● Neglects to ask speaker to repeat or rephrase misunderstood communication ● Does not watch entire message of speaker ● Acts on incomplete reading of message ● Participates only in short conversations ● Participates only in conversations about known topics

Date of observation_____

		1	2	3	4	5	6
1.0	Watches facial and bodily expressions of speaker to get clues as to meaning of communication						
2.0	Watches lips and eyes of speaker to get clues as to meaning of communication . .						
3.0	Reads own name on lips when paired with physical, facial, visual, tactile clues .						
4.0	Reads own name on lips with no clues . .						
5.0	Locates orally requested object when identical object is offered as clue . .						
6.0	Imitates action, requested orally, when shown action as clue.						
7.0	Locates orally requested object when picture of object is offered as clue . .						
8.0	Imitates action, requested orally, when picture of action is offered as clue . .						
9.0	Locates orally requested object when outline of object is offered as clue . .						
10.0	Imitates action, requested orally, when silhouette of action is offered as clue.						

		1	2	3	4	5	6
11.0	Locates orally requested object with no visual clues.						
12.0	Imitates action, requested orally, with no visual clues.						
13.0	Points to orally described object when visual clues are given (e.g., pictures of described object).						
14.0	Points to orally described object when physical gestures are given as clues (e.g., points to <u>round</u> block as sees circle made in air)						
15.0	Points to orally described object when tactile clues are given (e.g., points to the <u>furry</u> animal as feels fur hat) .						
16.0	Points to orally described object when facial expressions are given as clues (e.g., points to <u>happy</u> girl as sees teacher smile).						
17.0	Points to orally described object with no clues.						
18.0	Watches speaker give entire 1-step verbal command.						
19.0	Follows 1-step verbal command with physical, facial, visual and tactile clues.						
20.0	Follows 1-step verbal command with 3 types of clues (e.g., physical, facial, and visual).						
21.0	Follows 1-step verbal command with 2 types of clues.						
22.0	Follows 1-step verbal command with 1 type of clue.						
23.0	Follows 1-step verbal command with no clues.						

	1	2	3	4	5	6
24.0 Watches speaker give entire 2-step verbal command.						
25.0 Follows 2-step verbal command with some physical, facial, visual, tactile clues.						
26.0 Follows 2-step verbal command with no clues.						
27.0 Watches speaker give entire 3-step verbal command.						
28.0 Follows 3-step verbal command with some clues.						
29.0 Follows 3-step verbal command with no clues.						
30.0 Follows verbal command containing known words.						
31.0 Follows verbal command containing 1 unknown word						
32.0 Follows verbal command containing 2 unknown words						
33.0 Follows verbal command containing more than 2 unknown words . . .						
34.0 Differentiates sentences which differ only in 1 visible, non-look-alike word (e.g., pan, far) . .						
35.0 Differentiates sentences which differ only in 1 visible, look-alike word (e.g., pan, map) . . .						
36.0 Participates in short (e.g., 3 - 4 sentences) conversation about a known topic.						
37.0 Participates in lengthy (e.g., 10 - 20 sentences) conversation about a known topic						

		1	2	3	4	5	6
38.0	Participates in lengthy conversation about an unknown topic						
39.0	Participates in conversation using lip-reading to understand communication of familiar person.						
40.0	Participates in conversation using lip-reading to understand 1 unfamiliar person, 2 unfamiliar people						
41.0	Partitipates in conversation using lip-reading to understand group of familiar people, group of unfamiliar people . . .						
42.0	Reads any speaker from full-face position.						
43.0	Reads any speaker from less than full-face position (e.g., profile)						
44.0	Reads any speaker in well-lighted position.						
45.0	Reads any speaker in less than well-lighted position						
46.0	Asks speaker to repeat words which were not understood						
47.0	Asks speaker to rephrase misunderstood communication.						
48.0	Asks speaker to face the light, move closer, remove sunglasses, etc., to make speechreading easier.						
49.0	Asks speaker to refrain from putting his hand in front of his mouth.						
50.0	Asks group what was said to cause laughter.						

49
ORIENTATION 1 +

IDENTIFYING BEHAVIORS:

Locates left, right and compass directions incorrectly ● Becomes disoriented while traveling ● Fails to tactually identify land textures, characteristics and features ● Describes street layout, building placement inaccurately ● Estimates distances, times and rates inaccurately ● Fails to locate land features ● Neglects to use sun and wind to orient self ● Identifies types, source, direction of sounds with difficulty ● Fails to detect the approach of an object ● Fails to detect size and characteristics of room ● Reverses route just traveled with difficulty ● Requires another's help to reorient self ● Crosses street at incorrect time according to traffic signal

Date of observation_____

		1	2	3	4	5	6
1.0	Locates north, south, east, west. . . .						
2.0	Demonstrates relationship of 4 directions to each other						
3.0	Uses sun to orient self and to aid in determining direction of travel						
4.0	Uses shade to orient self and to aid in determining direction of travel						
5.0	Locates NE, NW, SE, SW.						
6.0	Determines whether object, person is north, south, east or west of self . . .						
7.0	Determines which direction is being faced after making 1 turn (initial reference provided).						
8.0	Determines which direction is being faced after making 2 turns, more than 2 turns (initial reference provided)						

		1	2	3	4	5	6
9.0	Describes the meaning of various road signs (e.g., stop, detour, RR crossing, walk). .						
10.0	Locates objects in the following positions using own body as reference point: above, across, around, away, back, backward, behind, below, beneath, beside, between, bottom, center, close, down, facing, far, forward, front, high, horizontal, inside, low, middle, near, next, outside, over, parallel, perpendicular, sideways, top, under, underneath, up vertical.						
11.0	Locates objects in the preceding positions using another's body or another object as reference point.						
12.0	Locates left and right of own body, another's body, an object						
13.0	Determines whether object, person is to left or right of self.						
14.0	Extends right hand in proper location to shake hands with sighted person. Shakes hands with blind person						
15.0	Follows directions requiring multiple left and right turns.						
16.0	Travels straight line and reverses route to end in beginning location						
17.0	Turns to left or right once while traveling and reverses route.						
18.0	Turns twice while traveling and reverses route.						
19.0	Turns more than 2 times while traveling and reverses route.						
20.0	Indicates from memory location of the following in familiar rooms: door, window, hallway, lobby, stairs or steps, radiator or heater, fire extinguisher, fan, sink, cabinet, shelf, bookcase, ramp, clock, cloakroom, closet, ceiling, floor, boards (e.g., bulletin or chalk).						

		1	2	3	4	5	6
21.0	Describes familiar room from different positions within it.						
22.0	Tells content of typical rooms, (e.g., bedroom, bathroom, classroom)						
23.0	Undertakes systematic investigation of unfamiliar room.						
24.0	Indicates location of items in 20.0 after investigation of an unfamiliar room.						
25.0	Orients body correctly for the use of doors, elevators, escalators, revolving and automatic doors.						
26.0	Describes unfamiliar room from different positions within it after investigation of the room.						
27.0	Describes the relationship of a given room to other rooms in the building (e.g., my bedroom is next to the bathroom, my classroom is next to the cafeteria).						
28.0	Indicates which direction familiar rooms, buildings are facing (e.g., north, south, east, west), (initial reference provided)						
29.0	Describes the directional relationship of a given room to other rooms on the site (e.g., my classroom is south of the gym).						
30.0	Describes the relationship of a given building to sites in the surrounding area (e.g., my school is across the street from the post office).						
31.0	Describes the directional relationship of a given building to sites in the surrounding area (e.g., my house is north of the railroad tracks).						

		1	2	3	4	5	6
21.0	Describes familiar room from different positions within it.						
22.0	Tells content of typical rooms, (e.g., bedroom, bathroom, classroom)						
23.0	Undertakes systematic investigation of unfamiliar room.						
24.0	Indicates location of items in 20.0 after investigation of an unfamiliar room.						
25.0	Orients body correctly for the use of doors, elevators, escalators, revolving and automatic doors.						
26.0	Describes unfamiliar room from different positions within it after investigation of the room.						
27.0	Describes the relationship of a given room to other rooms in the building (e.g., my bedroom is next to the bathroom, my classroom is next to the cafeteria).						
28.0	Indicates which direction familiar rooms, buildings are facing (e.g., north, south, east, west), (initial reference provided)						
29.0	Describes the directional relationship of a given room to other rooms on the site (e.g., my classroom is south of the gym).						
30.0	Describes the relationship of a given building to sites in the surrounding area (e.g., my school is across the street from the post office).						
31.0	Describes the directional relationship of a given building to sites in the surrounding area (e.g., my house is north of the railroad tracks).						

		1	2	3	4	5	6
32.0	Identifies various indoor floor textures and materials (e.g., carpet, wood, cement, tile) through tactile clues.						
33.0	Uses indoor floor textures and materials to help orient self.						
34.0	Identifies various outdoor ground textures and materials (e.g., pavement, gravel, earth, grass, brick) through tactile clues						
35.0	Uses outdoor ground textures and materials to help orient self.						
36.0	Identifies various outdoor land characteristics (e.g., incline, slope, level, bumpy, downgrade)						
37.0	Uses outdoor land characteristics to help orient self						
38.0	Identifies the following outdoor features through tactile clues: bush, curb, driveway. flowerbed, handrail, leaf, ramp, sidewalk, stair, storm sewer, street, tree, fence, post.						
39.0	Uses outdoor features to help orient self . .						
40.0	Describes (verbally or pictorially) the layout of streets, sidewalks, crosswalks, drives and the placement of buildings around own home.						
41.0	Describes the layout of streets, sidewalks, crosswalks, drives and the placement of buildings around own school.						
42.0	Describes the street layout and building placement of familiar residential areas. . .						
43.0	Describes the street layout and building placement of familiar business areas. . . .						

	1	2	3	4	5	6
44.0 Describes the location of familiar businesses (e.g., post office, laundromat, bakery, grocery, pharmacy, etc.).						
45.0 Describes the location of exits, window displays, aisles, stairs, escalator, elevator in familiar businesses						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Orientation II is a continuation of Orientation I.

50
ORIENTATION 11 **

IDENTIFYING BEHAVIORS:

Locates left, right and compass directions incorrectly ● Becomes disoriented while traveling ● Fails to tactually identify land textures, characteristics and features ● Describes street layout, building placement inaccurately ● Estimates distances, times and rates inaccurately ● Fails to locate land features ● Neglects to use sun and wind to orient self ● Identifies types, source, direction of sounds with difficulty ● Fails to detect the approach of an object ● Fails to detect size and characteristics of room ● Reverses route just traveled with difficulty ● Requires another's help to reorient self ● Crosses street at incorrect time according to traffic signal

Date of observation_____

		1	2	3	4	5	6
1.0	Describes buildings, intersections, etc., by the shapes C, D, I, L, O, S, T, U, V, Y. .						
2.0	Draws grid pattern of usual city, showing numbering of streets and of blocks. . . .						
3.0	Names corners of intersections according to their compass directions when provided with initial reference.						
4.0	Locates designated building in city using numbering of blocks and even-odd sequencing of buildings						
5.0	Estimates units of measurement accurately while traveling (e.g., inch, foot, yard, mile or metric measurement)						
6.0	Estimates distances accurately while traveling (e.g., long, short, city blocks) .						
7.0	Estimates time accurately (e.g., minute, hour, noon, midnight).						

		1	2	3	4	5	6
8.0	Estimates rate accurately while traveling (e.g., fast, slow, lag, pause, stop, units per hour).						
9.0	Uses wind and its absence to orient self and to indicate types of structures being passed.						
10.0	Uses odors of common places (e.g., kitchen, bathroom, gym) to orient self and to aid in determining direction of travel . . .						
11.0	Identifies familiar people by their voices.						
12.0	Identifies animals by the sound they make .						
13.0	Identifies modes of travel by the sounds they make (e.g., car, truck, bus, bicycle, footsteps).						
14.0	Identifies musical instruments by the sounds they make (e.g., drum, piano, etc.,)						
15.0	Identifies signals (e.g., bell, buzzer, fire siren, whistle).						
16.0	Identifies mechanical sounds (e.g., fan, lawn mower, can opener).						
17.0	Identifies other environmental sounds (e.g., echoes, door closing, water running).						
18.0	Identifies all above sounds at moderate intensities.						
19.0	Identifies all above sounds at low intensities						
20.0	Identifies all above sounds when masking or white noise is of equal intensity to sounds.						
21.0	Identifies all above sounds when masking or white noise is of greater intensity than sounds						

		1	2	3	4	5	6
22.0	Points to direction of all above sounds. .						
23.0	Estimates distance all above sounds are from self.						
24.0	Estimates height of above sounds						
25.0	Uses auditory clues to help locate dropped object.						
26.0	Determines whether sound is moving or stationary						
27.0	Tracks a moving sound by defining its path in relation to self (e.g., parallel, at angle, etc.,)						
28.0	Determines whether sound is closer or further than another sound						
29.0	Detects and reports the approach of a moving sound.						
30.0	Uses direction, height and distance of all above sounds to orient self.						
31.0	Determines direction of streets by auditory clues.						
32.0	Determines layout of streets at intersection by the sound and direction of traffic movement						
33.0	Determines color of traffic light by the sound and direction of traffic movement. .						
34.0	Determines size and dimensions of a room using sensory clues.						
35.0	Determines whether a room is furnished or empty using sensory clues.						
36.0	Detects location of opened doors in room using sensory clues.						
37.0	Detects openings in buildings such as alleys, street corners using sensory clues.						

		1	2	3	4	5	6
38.0	Detects an object being approached and avoids, using sensory clues.						
39.0	Detects an object being passed on the side using sensory clues.						
40.0	Detects veering walking pattern and corrects using sensory clues.						
41.0	Orients self inside public transportation (e.g., puts money in correct location, finds seat, finds exit, etc.,)						
42.0	Reorients self when becomes disoriented in familiar areas using tactile, auditory and kinesthetic clues						
43.0	Reorients self when becomes disoriented in unfamiliar areas using tactile, auditory and kinesthetic clues						
44.0	Reorients self in unique areas (e.g., gas stations, parking lots) using tactile, auditory and kinesthetic clues						

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MOBILITY

IDENTIFYING BEHAVIORS:

Inhibits movements of guide by following too close, holding arm incorrectly ● Neglects to use arm techniques to protect body ● Leans forward when using cane ● Trips others with cane ● Neglects to stop immediately when detecting obstacle with cane ● Holds cane too tightly or too loosely ● Moves cane with arm movement, not wrist ● Makes explorative movements with cane ● Has difficulty switching cane from one hand or position to the other ● Has difficulty synchronizing steps with cane or guide ● Stumbles when stepping up, down curbs ● Takes extra step at top of stairs ● Shuffles or stumbles at bottom of stairs ● Walks down steps placing both feet on each step ● Boards and deboards buses hesitantly ● Travels in residential or business areas only with the help of a sighted guide

Date of observation_____

		1	2	3	4	5	6
1.0	Seats self properly in chair using back of chair, table, desk, or rows of chairs as reference points.						
2.0	Solicits aid from sighted person appropriately. Declines and accepts unsolicited aid courteously						
3.0	Grasps correct arm of sighted guide above the elbow.						
4.0	Assumes correct 1/2 step position behind sighted guide						
5.0	Synchronizes step with that of guide, walking in a relaxed manner.						
6.0	Turns when guide turns without hanging back or crowding guide.						
7.0	Passes safely through doorways and narrow openings with sighted guide.						

		1	2	3	4	5	6
8.0	Opens and closes doors when accompanied by guide.						
9.0	Travels through congested areas safely with sighted guide						
10.0	Ascends stairs and curbs with sighted guide without stumbling or falling						
11.0	Descends stairs and curbs with sighted guide without stumbling or falling						
12.0	Resumes walking after being guided up or down stairs without taking an extra step or shuffling.						
13.0	Boards and deboards transportation facilities safely and efficiently with guide. . .						
14.0	Travels safely on escalators and elevators with guide.						
15.0	Maintains composure when left temporarily by guide.						
16.0	Uses upper arm (hand forearm) technique to protect upper body when moving about in unfamiliar or obstructed surroundings . .						
17.0	Squats and uses arm to protect head and face when retrieving lost object.						
18.0	Uses lower arm (cross body) technique to protect lower body. Modifies technique for lowest protection.						
19.0	Uses a combination of upper and lower arm techniques to protect self						
20.0	Uses protective technique appropriate to situation and place.						
21.0	Uses the proper arm, hand, fingers and feet position to follow a parallel surface (trailing).						
22.0	Uses protective techniques while trailing .						

		1	2	3	4	5	6
23.0	Uses the trailing technique to find a given destination, series of destinations. . . .						
24.0	Uses trailing and landmarks of exact and known location to find a given destination, series of destinations.						
25.0	Uses trailing and sounds, odor, temperature, or stimulus clues to find a given destination, series of destinations.						
26.0	Uses trailing and location of direction of sound (direction taking) to find a given destination, series of destinations. . . .						
27.0	Uses trailing, direction taking and aligning of body with an object of known location (squaring off) to find a given destination, series of destinations.						
28.0	Uses techniques of trailing, landmarks, direction taking and squaring off to travel in familiar environment						
29.0	Makes 45° (diagonal), 90° (quarter), 180° (half), 270° (three-quarter) and 360° turns .						
30.0	Finds destination following verbal directions containing references to left and right . .						
31.0	Finds destination following verbal directions containing references to north, south, east and west.						
32.0	Grasps shaft of cane securely using correct thumb and index finger position for indoor (diagonal) method.						
33.0	Holds arm straight and at a proper angle to the body when grasping cane for indoor method						
34.0	Keeps hand and wrist relaxed while grasping cane for indoor method						
35.0	Keeps cane tip close to the floor (1 - 2 inches) for indoor method						
36.0	Moves tip of cane side to side without over or under extending width of the body while traveling indoors.						

		1	2	3	4	5	6
37.0	Holds and uses cane correctly when walking with sighted guide. Switches cane hand easily.						
38.0	Uses cane properly while traveling in elevator, on escalator, revolving doors. . .						
39.0	Uses cane to travel safely indoors in familiar and unfamiliar environment						
40.0	Grasps shaft of cane using proper thumb and finger positioning for rhythm (Hoover or touch) technique.						
41.0	Holds cane using proper arm estension for rhythm technique.						
42.0	Holds cane using proper elbow extension and placement for rhythm technique.						
43.0	Holds cane using proper hand centering and positioning for rhythm technique						
44.0	Holds cane securely in hand using wrist to produce all cane movements for rhythm technique.						
45.0	Taps ground with cane using proper amount of pressure to detect surface types and changes in terrain.						
46.0	Moves tip of cane in an arc the width of the shoulders and low enough to the ground to detect obstacles						
47.0	Moves cane in narrower arc in congested areas, wider arc in unfamiliar areas						
48.0	Maintains arc movement of cane in proper rhythm with each step. Corrects self when out of step with cane.						
49.0	Uses cane to detect obstacles. Stops immediately when detected. Travels around object using cane.						
50.0	Uses cane properly to establish contact with an object to be tactually explored (e.g., doorknob, counter, benches, etc.).						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Mobility II is a continuation of Mobility I.

52
MOBILITY 11 +

IDENTIFYING BEHAVIORS:

Inhibits movements of guide by following too close, holding arm incorrectly ● Neglects to use arm techniques to protect body ● Leans forward when using cane Trips others with cane ● Neglects to stop immediately when detecting obstacle with cane ● Holds cane too tightly or too loosely ● Moves cane with arm movement, not wrist ● Makes explorative movements with cane ● Has difficulty switching cane from one hand or position to the other ● Has difficulty synchronizing steps with cane or guide ● Stumbles when stepping up, down curbs ● Takes extra step at top of stairs ● Shuffles or stumbles at bottom of stairs ● Walks down steps placing both feet on each step ● Boards and deboards buses hesitantly ● Travels in residential or business areas only with the help of a sighted guide

Date of observation_____

		1	2	3	4	5	6
1.0	Uses free arm as bumper against suspended obstructions not detected using the rhythm technique						
2.0	Uses cane properly in following a guideline or shoreline (e.g., building, fence or grassline).						
3.0	Shifts hand position between rhythm and indoor cane techniques as situation requires						
4.0	Walks down street in relatively straight line using cane						
5.0	Maintains upright body position while traveling with cane						
6.0	Carries body, head, arm not in use in normal position while traveling with cane. .						
7.0	Maintains constant pace when traveling with cane.						

		1	2	3	4	5	6
8.0	Walks steadily without shuffling while traveling with cane.						
9.0	Maintains proper gait while traveling with cane and carrying large object (e.g., briefcase)						
10.0	Positions cane so as not to interfere with passers-by when not in use (e.g., held close in perpendicular position, hung on chair or placed next to wall).						
11.0	Controls cane in various social situations (e.g., doorways, restaurants, theaters, inside automobile).						
12.0	Uses cane to detect intersecting sidewalks .						
13.0	Uses cane to detect drops, inclines and down curbs.						
14.0	Uses cane to align body to cross street in desired direction						
15.0	Uses cane to determine and verify whether curb is square, round, or blended						
16.0	Asks public for assistance when needed to cross street						
17.0	Uses cane to detect obstruction in path before stepping onto street						
18.0	Uses cane to travel around vehicle in line of travel.						
19.0	Uses indoor cane technique to cross street in a straight line.						
20.0	Uses cane to measure height of opposite curb before stepping onto sidewalk. . . .						
21.0	Uses indoor cane technique to detect obstructions on sidewalk before resuming rhythm technique.						
22.0	Crosses street safely and effectively where traffic is controlled by stop lights .						

		1	2	3	4	5	6
23.0	Crosses street safely and effectively where traffic is controlled by stop sign. .						
24.0	Crosses railroad crossings safely and effectively.						
25.0	Performs multiple street crossings safely .						
26.0	Uses cane to locate ascending and descending flights of steps.						
27.0	Uses cane to determine height and depth of ascending and descending steps						
28.0	Uses cane to position self to right side of steps. Grasps handrail. Holds cane correctly for ascent and descent						
29.0	Uses cane to tap each ascending step and to clear top of each descending step . . .						
30.0	Uses cane to indicate last step in flight of ascending or descending stairs						
31.0	Uses cane to detect tripping hazards on or in front of the steps, landings and continuations of the steps.						
32.0	Resumes walking using appropriate cane technique immediately after having completed ascending and descending steps. . .						
33.0	Uses cane to safely ascend and descend steps without handrail and at a steady pace.						
34.0	Uses cane to enter and exit automobile . .						
35.0	Uses cane to safely board and deboard transportation facilities.						
36.0	Travels safely and efficiently around home, school and work grounds						
37.0	Travels safely and efficiently in residential areas with sidewalks and curbs . .						
38.0	Travels safely and efficiently in residential areas without sidewalks and curbs.						

		1	2	3	4	5	6
39.0	Travels to specific destinations of known location in residential areas (e.g., school, post office, church).						
40.0	Travels to specific destinations of unknown location in residential areas.						
41.0	Travels safely and efficiently in rural areas without paved streets and sidewalks. . . .						
42.0	Travels safely and efficiently in small business areas.						
43.0	Travels to specific destinations of known location in small business areas (e.g., stores, restaurant, cleaners or laundromat) .						
44.0	Travels to specific destinations of unknown location in small business areas.						
45.0	Travels safely and efficiently in large business areas.						
46.0	Travels to specific destinations of known location in large business areas (e.g., department stores, banks, gas stations, bus and train stations, airports)						
47.0	Travels to specific destinations of unknown location in large business areas.						
48.0	Travels on public transportation (e.g., taxi, bus, train, subway, plane). Enters and leaves safely. Pays fare. Finds seat. . .						
49.0	Travels safely in inclement weather (e.g., rain, snow, wind).						
50.0	Travels safely in congested pedestrian traffic.						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Mobility II is a continuation of Mobility I.

53
WHEELCHAIR USE

IDENTIFYING BEHAVIORS:

Sits only with support ● Displays poor equilibrium in sitting position ● Requires more than 1 support strap to remain in wheelchair ● Drops head when sitting ● Lacks strength to grip wheel ● Lacks strength to move wheels of wheelchair ● Moves wheelchair with feet rather than with wheel ● Moves wheelchair forward or backward only a short distance ● Stops wheelchair with feet rather than with brake ● Turns left when wants to turn right and vice versa ● Makes only wide turns in wheelchair ● Travels with much difficulty using wheelchair in small or narrow areas ● Scratches walls, doors, etc., during wheelchair travel ● Transfers in and out of wheelchair only with much difficulty ● Forgets to set brake when working at desk, table ● Neglects safety rules during wheelchair travel

Date of observation_____

		1	2	3	4	5	6
1.0	Lifts head while lying on stomach. . .						
2.0	Reaches for, grasps and releases objects while lying on stomach						
3.0	Sits with maximum support (e.g., prone sitters, car seats)						
4.0	Sits with minimum support (e.g., 1 body strap)						
5.0	Holds head up when sitting with support						
6.0	Maintains sitting position when placed using hands to support self						
7.0	Touches feet to floor in saddle or sling walker						
8.0	Moves walker in any manner						
9.0	Moves walker in any manner to designated location						
10.0	Stands in maximum supportive standing table						
11.0	Sits in wheelchair when supported by 2 straps (e.g., chest strap and seat belt)						

		1	2	3	4	5	6
12.0	Sits in wheelchair when supported by one strap (e.g., seat belt).						
13.0	Grips rim of wheel on wheelchair. . . .						
14.0	Releases grip on rim of wheel.						
15.0	Moves wheelchair in any manner						
16.0	Stops wheelchair in any manner						
17.0	Moves wheelchair forward using 1 push forward and release movement.						
18.0	Moves wheelchair backward using 1 pull back and release movement.						
19.0	Turns wheelchair in a circle to the right.						
20.0	Turns wheelchair in a circle to the left .						
21.0	Sets brake on wheelchair to stop or remain stationary.						
22.0	Releases brake on wheelchair to resume movement.						
23.0	Travels forward 10 feet in wheelchair . .						
24.0	Travels backward 10 feet in wheelchair. .						
25.0	Travels length of classroom (e.g., 30 feet) in wheelchair						
26.0	Travels length of classroom in wheelchair in 1 minute						
27.0	Travels using wheelchair in roomy areas to go forward, backward, and to turn at will.						
28.0	Travels using wheelchair in compact areas to go forward, backward, and to turn at will.						
29.0	Travels forward through doorway						
30.0	Travels backward through doorway. . . .						
31.0	Opens door, travels through doorway and closes door.						

		1	2	3	4	5	6
32.0	Places foot rests in down position. . . .						
33.0	Places foot on rest						
34.0	Takes foot off rest and places foot rests in up position.						
35.0	Transfers from floor to wheelchair. . . .						
36.0	Transfers from wheelchair to floor. . . .						
37.0	Transfers from bed to wheelchair.						
38.0	Transfers from wheelchair to bed.						
39.0	Transfers from chair to wheelchair						
40.0	Transfers from wheelchair to chair						
41.0	Transfers from toilet to wheelchair. . . .						
42.0	Transfers from wheelchair to toilet. . . .						
43.0	Transfers from bathtub to wheelchair . . .						
44.0	Transfers from wheelchair to bathbut . . .						
45.0	Transfers from car seat to wheelchair. . .						
46.0	Transfers from wheelchair to car seat. . .						
47.0	Travels up and down incline using wheelchair.						
48.0	Travels up and down curbs using wheelchair .						
49.0	Follows safety rules using wheelchair (e.g., sets brakes at desk).						

54 AMBULATION

IDENTIFYING BEHAVIORS:

Sits only with external support ● Needs hands to support self when sitting ● Walks forward on knees only with support ● Transfers weight from one side of body to other with difficulty ● Walks between parallel bars only with assistance ● Uses rollater to walk with difficulty ● Uses pick-up walker with difficulty ● Uses critches to walk with difficulty ● Falls while trying to use crutches ● Requires special equipment to walk ● Stands only with support Takes excessive amount of time to walk across classroom ● Walks up and down inclines, curbs and steps with difficulty

Date of observation_____

		1	2	3	4	5	6
1.0	Lifts head while lying on stomach . . .						
2.0	Reaches for, grasps and releases objects while lying on stomach.						
3.0	Sits with maximum support (e.g.,prone sitters, car seats)						
4.0	Sits with minimum support (e.g., one body strap).						
5.0	Holds head up when sitting with support. .						
6.0	Maintains sitting position when placed in position using hands to support self .						
7.0	Assumes sitting position on own using hands to support self						
8.0	Sits using no hands for support						
9.0	Maintains side-sitting position when placed in position using hands to support self.						
10.0	Assumes side-sitting position on own using hands to support self						

		1	2	3	4	5	6
11.0	Side-sits using no hands for support . .						
12.0	Maintains kneeling position when placed in that position.						
13.0	Assumes kneeling position on own . . .						
14.0	Walks forward on knees with maximum support (e.g.,trunk support)						
15.0	Walks forward on knees with minimum support (e.g., hand support)						
16.0	Walks forward on knees on own						
17.0	Maintains standing position when placed at parallel bars for support						
18.0	Pulls self to standing position using bars for support.						
19.0	Transfers weight from one side of body to the other while standing at bars for support						
20.0	Transfers weight to one side of body, lifts opposite foot and replaces on floor (at bars).						
21.0	Transfers weight to one side of body, lifts opposite foot and moves foot forward (at bars)						
22.0	Walks sideways on parallel bars leading with one foot and following with the other.						
23.0	Takes a few steps forward between parallel bars with assistance from another.						
24.0	Takes a few steps forward between parallel bars on own						
25.0	Walks length of parallel bars						
26.0	Turns around between the parallel bars .						
27.0	Walks backward between parallel bars . .						

		1	2	3	4	5	6
28.0	Takes a few steps forward using rollater						
29.0	Turns around using rollater						
30.0	Walks through doorways using rollater						
31.0	Walks length of classroom (approximately 30 feet) in 1 minute using rollater						
32.0	Takes a few steps forward using a pick-up walker.						
33.0	Turns around and walks through doorways using a pick-up walker						
34.0	Walks length of classroom in 1 minute using pick-up walker						
35.0	Stands using crutches for support.						
36.0	Transfers weight to one side of body, lifts crutch and takes 1 step forward						
37.0	Takes a few steps forward using crutches						
38.0	Turns around and walks through doorways using crutches.						
39.0	Walks length of classroom in 1 minute using crutches.						
40.0	Transfers safely from a standing position to the floor using crutches						
41.0	Transfers safely from the floor to a standing position using crutches						
42.0	Opens closed doors and walks through using crutches.						
43.0	Walks up and down inclines, curbs, bus steps using crutches. Enters and exits from car using crutches						
44.0	Ascends and descends stairs using crutches.						

	1	2	3	4	5	6
45.0 Stands without support						
46.0 Transfers weight from 1 side of body to the other without support. Balances on 1 foot momentarily.						
47.0 Takes a few steps forward without support.						
48.0 Walks length of classroom in 1 minute without support.						
49.0 Balances on each foot for 3 - 5 seconds without support.						
50.0 Walks up and down curbs and steps without support.						

55
POSTURE

IDENTIFYING BEHAVIORS:

Bends head, neck, or shoulders forward while walking ● Bends knees or hip while walking ● Toes in or out (pigeon toe or duck waddle) while walking ● Walks on tiptoes ● Shuffles feet while walking ● Sways, pitches or veers to one side while walking (lurches) ● Crosses feet while walking ● Walks with wide-based strides ● Walks with hesitant or accelerated gait ● Walks with poor rhythm and timing of gait ● Moves arms unnaturally while walking ● Displays poor balance ● Evidences flat feet

Date of Observation_____

(Objectives to be filled in for one pupil)

1.0 _____

2.0 _____

3.0 _____

4.0 _____

5.0 _____

6.0 _____

7.0 _____

8.0 _____

9.0 _____

IDENTIFYING BEHAVIORS:

Drops head forward ● Tilts head, shoulders, pelvis or body to one side ● Slumps shoulders ● Displays humpback, round or twisted back, sway back ● Displays symptoms of a curved spine ● Displays bulging or protruding abdomen ● Stands in unnatural-appearing positions ● Displays rigidity when sitting, standing ● Displays limited range of motion ● Evidences muscular weakness ● Displays symptoms of spastic, athetoid or ataxic cerebral palsy ● Complains of back and neck, leg and foot pain

Date of Observation_____

(Objectives to be filled in for one pupil)

15.0 _____

16.0 _____

17.0 _____

18.0 _____

19.0 _____

20.0 _____

21.0 _____

22.0 _____

23.0 _____

IDENTIFYING BEHAVIORS:

Weaves or rocks forward and backward while sitting ● Whirls around repeatedly while sitting, standing ● Displays involuntary, spasmatic muscle contractions (tension tics) ● Displays bizarre hand or arm movements: socking, flailing, waving, shaking, flapping ● Displays bizarre facial movements: twitching, wrinkling ● Displays bizarre tongue or mouth movements: twitching, pursing, yawning ● Puts fingers or fist in eyes ● Rolls, blinks, crosses or oscillates eyes in unusual manner ● Displays bizarre tongue or mouth movements: twitching, pursing, yawning ● Displays bizarre facial movements: twitching, wrinkling

Date of Observation_____

(Objectives to be filled in for one pupil)

29.0 _____

30.0 _____

31.0 _____

32.0 _____

33.0 _____

34.0 _____

35.0 _____

36.0 _____

37.0 _____

38.0 _____

39.0 _____

40.0 _____

41.0 _____

42.0 _____

43.0 _____

44.0 _____

45.0 _____

46.0 _____

47.0 _____

48.0 _____

49.0 _____

50.0 _____

56
SWIMMING

IDENTIFYING BEHAVIORS:

Does not go near water or put face in water ● Neglects to hold breath underwater ● Does not open eyes underwater ● Floats only with support ● Recovers from floats with difficulty ● Glides only short distances ● Performs ineffective kick or stroke ● Swims without breathing rhythmically ● Breathes unnaturally while floating on back ● Swims only in shallow water ● Treads water ineffectively ● Changes position or direction while swimming with difficulty ● Does not jump or dive into water ● Does not follow safety rules

Date of observation_____ _____

		1	2	3	4	5	6
1.0	Sits on first step of pool and kicks in water.						
2.0	Sits on second step of pool and kicks in water						
3.0	Sprinkles self with water						
4.0	Stands in water						
5.0	Walks across width of pool with help . . .						
6.0	Walks across width of pool unassisted . .						
7.0	Allows self to be carried about in water .						
8.0	Blows bubbles in water.						
9.0	Puts face in water.						
10.0	Bobs in and out of water 5 times, holding breath						
11.0	Ducks head under water, holding breath for 10 seconds						
12.0	Opens eyes underwater						
13.0	Retrieves object underwater						

		1	2	3	4	5	6
14.0	Bobs in and out of water 5 times, breathing rhythmically						
15.0	Performs jelly-fish float. Recovers to standing position						
16.0	Performs turtle float and recovers . . .						
17.0	Performs dog paddle (body stroke). . . .						
18.0	Performs front (prone) float						
19.0	Performs back float						
20.0	Recovers to standing position from front and back floats						
21.0	Performs front glide for 2 feet, 5 feet . .						
22.0	Performs front glide with flutter kick for 2 feet, 5 feet						
23.0	Performs back glide for 2 feet, 5 feet. .						
24.0	Performs back glide with flutter kick for 2 feet, 5 feet						
25.0	Jumps into water from deck with legs apart so head does not become submerged						
26.0	Jumps into water from deck with legs together, pushes off bottom and glides . . .						
27.0	Performs front glide with kick and stroke .						
28.0	Performs back glide with kick and stroke. .						
29.0	Rolls over from front to back and back to front while gliding						
30.0	Performs various combinations of arm and leg movements with front glide						
31.0	Performs various combinations of arm and leg movements with back glide						

		1	2	3	4	5	6
32.0	Swims 20 feet on front (head above water) in shallow water						
33.0	Swims 20 feet on back in shallow water . .						
34.0	Dives into water from deck in sitting position						
35.0	Dives into water from deck in kneeling position						
36.0	Dives into water from standing position and swims across pool						
37.0	Performs surface dives.						
38.0	Swims 20 feet on front using rhythmic breathing in shallow water						
39.0	Changes position from front to back and back to front while swimming in shallow water.						
40.0	Changes direction while swimming in the front and back positions.						
41.0	Treads water 1 minute. Treads water 5 minutes.						
42.0	Swims length of pool using 1 or 2 different strokes.						
43.0	Dives into water from low springboard . .						
44.0	Performs spring dive off board						
45.0	Swims length of pool using various strokes (e.g., crawl, breast stroke, side stroke, back stroke)..						
46.0	Swims length of pool underwater						
47.0	Swims 20 yards, 100 yards, 220 yards, 440 yards						
48.0	Uses life jacket and other flotation equipment correctly						
49.0	Swims with clothes on, disrobes and uses clothing for support.						
50.0	Uses several means to aid another swimmer in trouble (e.g., extends hand or leg, throws a line, uses a reaching pole,etc.)						

57
ARTICULATION I * + o

IDENTIFYING BEHAVIORS:

Omits sounds in words ● Substitutes 1 sound for another in words ● Distorts sounds in words ● Nasalizes sounds ● Diphthongizes sounds ● Neutralizes sounds ● Slurs sounds ● Lisps ● Fails to recognize omitted, substituted or distorted sounds in own or others' speech ● Fails to distinguish between voice and breath consonants ● Speaks in too high or too low pitch ● Speaks in too loud or too weak voice ● Speaks in a monotone ● Speaks using stereotyped voice inflections ● Speaks in a vocally or visibly unpleasant manner ● Speaks in a harsh, grating or shrill manner ● Speaks in muffled ,garbled, unclear manner ● Speaks unintelligibly or inaudibly ● Speaks using abnormal rhythm ● Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds ● Demonstrates sluggishness of the tongue tip ● Produces sounds in a labored fashion ● Demonstrates cluttered speech ● Produces sounds incorrectly in spontaneous speech

Date of observation_____

		1	2	3	4	5	6
1.0	Makes all long vowels in isolation						
2.0	Makes all short vowels in isolation						
3.0	Makes all diphthongs in isolation.						
4.0	Makes all long vowels in single words . . .						
5.0	Makes all short vowels in single words . . .						
6.0	Makes all diphthongs in single words. . . .						
7.0	Makes m sound in isolation.						
8.0	Makes m sound in the initial position in single words or nonsense syllables (e.g., monkey).						

		1	2	3	4	5	6
9.0	Makes m sound in the final and medial positions in single words (e.g., comb and hammer).						
10.0	Makes h sound in isolation.						
11.0	Makes h sound in the initial position in single words or nonsense syllables (e.g., horse)						
12.0	Makes h sound in the medial position in single words (e.g., doghouse).						
13.0	Makes w sound in isolation.						
14.0	Makes w sound in the initial position in single words or nonsense syllables (e.g., window)						
15.0	Makes w sound in the medial position in single words (e.g., flower)						
16.0	Makes n sound in isolation.						
17.0	Makes n sound in the initial position in single words or nonsense syllables (e.g., nail).						
18.0	Makes n sound in the final and medial positions in single words (e.g., can, penny).						
19.0	Makes p sound in isolation.						
20.0	Makes p sound in the initial position in single words or nonsense syllables (e.g., pig).						
21.0	Makes p sound in the final and medial positions in single words (e.g., cup, apple).						
22.0	Makes f sound in isolation						
23.0	Makes f sound in the initial position in single words or nonsense syllables (e.g., fork).						

		1	2	3	4	5	6
24.0	Makes f sound in the final and medial positions in single words (e.g., knife, elephant).						
25.0	Makes b sound in isolation						
26.0	Makes b sound in the initial position in single words or nonsense syllables (e.g., boat).						
27.0	Makes b sound in the final and medial positions in single words (e.g., tub, baby).						
28.0	Makes k sound in isolation						
29.0	Makes k sound in the initial position in single words or nonsense syllables (e.g., cat).						
30.0	Makes k sound in the final and medial positions in single words (e.g., book, chicken).						
31.0	Makes g sound in isolation.						
32.0	Makes g sound in the initial position in single words or nonsense syllables (e.g., girl).						
33.0	Makes g sound in the final and medial positions in single words (e.g., dog, wagon).						
34.0	Makes y sound in isolation.						
35.0	Makes y sound in the initial position in single words or nonsense syllables (e.g., yellow).						
36.0	Makes y sound in the medial position in single words (e.g., thank-you)						
37.0	Makes d sound in isolation.						
38.0	Makes d sound in the initial position in single words or nonsense syllables (e.g., doll).						

		1	2	3	4	5	6
39.0	Makes d sound in the final and medial positions in single words (e.g., head, ladder).						
40.0	Makes t sound in isolation						
41.0	Makes t sound in the initial position in single words or nonsense syllables (e.g., table)						
42.0	Makes t sound in the final and medial positions in single words (e.g., coat, potato)						
43.0	Makes ng sound in isolation						
44.0	Makes ng sound in final position in single words (e.g., ring)						
45.0	Makes ng sound in the medial position in single words (e.g., finger).						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Articulation II is a continuation of Articulation I.

+ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #19 for alternative.

° This behavioral strand is sequenced developmentally. Users are encouraged to modify sequence according to pupil's individual needs.

58 ARTICULATION

IDENTIFYING BEHAVIORS:

Omits sounds in words ● Substitutes 1 sound for another in words ● Distorts sounds in words ● Nasalizes sounds ● Diphthongizes sounds ● Neutralizes sounds ● Slurs sounds ● Lisps ● Fails to recognize omitted, substituted or distorted sounds in own or others' speech ● Fails to distinguish between voice and breath consonants ● Speaks in too high or too low pitch ● Speaks in too loud or too weak voice ● Speaks in a monotone ● Speaks using stereotyped voice inflections ● Speaks in a vocally or visibly unpleasant manner ● Speaks in a harsh, grating or shrill manner ● Speaks in muffled garbled, unclear manner ● Speaks unintelligibly or inaudibly ● Speaks using abnormal rhythm ● Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds ● Demonstrates sluggishness of the tongue tip ● Produces sounds in a labored fashion ● Demonstrates cluttered speech ● Produces sounds incorrectly in spontaneous speech

Date of observation_____

		1	2	3	4	5	6
1.0	Makes L sound in isolation						
2.0	Makes L sound in the initial position in single words or nonsense syllables (e.g., ladder).						
3.0	Makes L sound in the final and medial positions in single words (e.g., fall, balloon)						
4.0	Makes L blends in isolation						
5.0	Makes L blends in initial position in single words or nonsense syllables (e.g., clock, black, glass, flock).						
6.0	Makes r sound in isolation.						

		1	2	3	4	5	6
7.0	Makes r sound in the initial position in single words or nonsense syllables (e.g., rabbit)						
8.0	Makes r sound in the final and medial positions in single words (e.g., car, carrot)						
9.0	Makes r blends in isolation						
10.0	Makes r blends in the initial position in single words or nonsense syllables (e.g., train, crayon, drum, broom)						
11.0	Makes j sound in isolation.						
12.0	Makes j sound in the initial position in single words or nonsense syllables (e.g., jump)						
13.0	Makes j sound in the final and medial positions in single words (e.g., orange, angel)						
14.0	Makes v sound in isolation						
15.0	Makes v sound in the initial position in single words or nonsense syllables (e.g., vacuum)						
16.0	Makes v sound in the final and medial positions in single words (e.g., stove, television)						
17.0	Makes ch sound in isolation.						
18.0	Makes ch sound in the initial position in single words (e.g., chair)						
19.0	Makes ch sound in the final and medial positions in single words (e.g., witch, matches)						
20.0	Makes sh sound in isolation						
21.0	Makes sh sound in the initial position in single words or nonsense syllables (e.g., shoe).						

		1	2	3	4	5	6
22.0	Makes sh sound in the final and medial positions in single words (e.g., fish, station)						
23.0	Makes th sound (voiced and unvoiced) in isolation						
24.0	Makes th sound in the initial position in single words or nonsense syllables (e.g., thumb, this)						
25.0	Makes th sound in the final and medial positions in single words (e.g., teeth, bathe, toothbrush, feather)						
26.0	Makes wh sound in isolation						
27.0	Makes wh sound in the initial position in single words or nonsense syllables (e.g., whistle).						
28.0	Makes z sound in isolation						
29.0	Makes z sound in the initial position in single words or nonsense syllables (e.g., zebra)						
30.0	Makes z sound in the final and medial positions in single words (e.g., nose, scissors)						
31.0	Makes s sound in isolation						
32.0	Makes s sound in the initial position in single words or nonsense syllables (e.g., sun)						
33.0	Makes s sound in the final and medial positions in single words (e.g., bus, pencil)						
34.0	Makes s blends in isolation.						
35.0	Makes s blends in the initial position in single words or nonsense syllables (e.g., slide, scooter, show, star, swing) . . .						

		1	2	3	4	5	6
36.0	Makes s blends in the final position in single words (e.g., nest, desk, wasp) . .						
37.0	Makes all preceeding sounds in 1 syllable words within known vocabulary (spontaneous speech)						
38.0	Makes all preceeding sounds in 2 syllable words within known vocabulary						
39.0	Makes all preceeding sounds in 3 syllable words within known vocabulary						
40.0	Makes all preceeding sounds in 4 syllable words within known vocabulary						
41.0	Makes all preceeding sounds in phrases within known vocabulary.						
42.0	Makes all preceeding sounds in sentences within known vocabulary.						

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* The amount of behavioral characteristics in this area is too great to be contained in one behavioral strand. Articulation II is a continuation of Articulation I.

+ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand # 19 for alternative.

° This behavioral strand is sequenced developmentally. Users are encouraged to modify sequence according to pupil's individual needs.

59
HEALTH

IDENTIFYING BEHAVIORS:

Displays symptoms of the Ears, Nose, Throat, Mouth: Frequent earaches ● Ear pulling or rubbing ● Frequent placement of hands over ears ● Discharging ears ● "Faulty" articulation ● Chronic sore throat ● Frequent colds ● Enlarged glands in neck ● Excessive nasal discharge ● Frequent wheezing ● Presistent breathing through the mouth ● Persistent tight, hacking cough ● Irregular teeth and/or bite ● Inflamed or bleeding gums ● Cracked lips ● Dental caries

Date of Observation_____

(Objectives to be filled in for one pupil)

1.0 _____

2.0 _____

3.0 _____

4.0 _____

5.0 _____

6.0 _____

7.0 _____

8.0 _____

9.0 _____

IDENTIFYING BEHAVIORS:

Displays symptoms of the Eyes: Crusts on eyelids among lashes ● Frequent sties Red or swollen eyelids ● Red, watery or discharging eyes ● Persistent squinting or scowling ● Blurred vision ● Crossed or turned out eyes ● Rapid oscillation of the eyes ● Frequent rubbing of eyes ● Continuous blinking ● Reported burning or itching of eyes ● Dark circles under eyes ● Frequent shutting or covering of one eye ● Head tilting or turning ● Holding reading book in unnatural position

Date of observation_____

(Objectives to be filled in for one pupil)

15.0 _____

16.0 _____

17.0 _____

18.0 _____

19.0 _____

20.0 _____

21.0 _____

22.0 _____

23.0 _____

IDENTIFYING BEHAVIORS:

Displays symptoms of the Skin, Hair: Frequent welts, bruises, scars ● Lingering scratches or sores ● Body odor, dirty skin ● Dry skin, rashes, sores ● Frequent scratching ● Bald spots ● Nits on hair ● Red splotches on skin ● Persistent acne Picking at body ● Bluish lips and nail beds ● Pale or flushed color ● Drawn face Facial tics ● Hair twisting ● Cheek sucking ● Thumb sucking ● Nail biting

Date of observation_____

(Objectives to be filled in for one pupil)

29.0 _____

30.0 _____

31.0 _____

32.0 _____

33.0 _____

34.0 _____

35.0 _____

36.0 _____

37.0 _____

IDENTIFYING BEHAVIORS:

Displays symptoms of General Unhealthiness: Excessive thinness or overweight ● Radical changes in weight ● Disinterest in eating food ● Constant hunger ● Easy irritability or fatigability ● Lethargy, unresponsiveness, drowsiness ● Breathlessness ● Abdominal cramps, stomach pains ● Chronic diarrhea or constipation ● Frequent vomiting, nausea ● Enuresis ● Excessive daydreaming or inattention ● Constant falling asleep ● Convulsions, blackouts ● Frequent dizziness, headaches ● Extreme nervousness ● Excessive activity during rest time ● Body aches and pains ● Frequent crying

Date of observation_____

(Objectives to be filled in for one pupil)

43.0 _____

44.0 _____

45.0 _____

46.0 _____

47.0 _____

48.0 _____

49.0 _____

50.0 _____

+ There are two alternative strands in this behavioral area. Either strand may be used to assess the pupil. See strand #1 for alternative.

EC 060 317

PUPIL NAME _____ START DATE _____

DEVELOPED THROUGH E.S.E.A. TITLE
PROJECT NUMBER 44-00000-00

IDENTIFYING BEHAVIORS		1.0	2.0	3.0	4.0	
1 HEALTH	Displays symptoms of: ○ Eczema ○ Hayfever ○ Migraines ○ Epilepsy ○ Uncleanliness ○ Malnutrition ○ Fatigability ○ Sleep disturbances ○ School phobia ○ Battered child ○ Constant cold ○ Enuresis ○ Nervousness . . . ○ Requires medication to remain calm ○ Reads written material incorrectly--visual problem ○ Does not follow oral directions--hearing problem ○ Eats pencils, crayons, paste, paper ○ Requires special equipment to sit, stand	Displays symptom(s) or problem health behaviors 90-100% of baseline frequency.	Displays symptom(s) or problem health behaviors 80-90% of baseline frequency.	Displays symptom(s) or problem health behaviors 70-80% of baseline frequency.	Displays symptom(s) or problem health behaviors 60-70% of baseline frequency.	D o l h o f
2 ATTENDANCE/ PROMPTNESS	○ Is often absent/truant from school ○ Is often late for class or activities ○ Tells time inaccurately or not at all	Present one out of five days on the average per week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Present two out of five days per week.	C a a m
3 FEEDING/ EATING	○ Eats only blended or strained foods ○ Thrusts food out of mouth w/tongue ○ Gags on foods ○ Sucks food instead of chewing it ○ Bites down on spoon when inserted into mouth ○ Chews foods only partially before swallowing ○ Swallows foods w/out chewing them ○ Chews in other than rotary motion ○ Takes lg. pieces of food into mouth w/out biting ○ Eats w/fingers ○ Crumbles food in hand when finger feeding ○ Drools while eating ○ Spits out food ○ Holds spoon/fork in fist rather than fingers	Opens mouth when physically stimulated by spoon held by another.	Opens mouth voluntarily at the sight of food.	Removes semi-liquid food from spoon with mouth when being fed--some rejection.	Removes semi-liquid food from spoon with lips when being fed--some rejection.	A b m
4 DRINKING	○ Dribbles while drinking ○ Spills liquids while drinking from cup/glass ○ Spills liquid contents when lifting cup ○ Sucks straw without obtaining any liquid ○ Spills liquids while pouring into a cup/glass ○ Gulps liquids ○ Tries to drink from water fountain unsuccessfully	Sucks liquid from straw held by adult.	Takes liquids from cup/glass when cup held by adult.	Swallows liquids from cup/glass.	Retains liquids in mouth w/out dripping or drooling while drinking.	C g w f b
5 TOILETING	○ Wets or soils diapers, pants frequently ○ Avoids toileting accidents only with reminders ○ Neglects to flush toilet ○ Uses toilet tissue improperly ○ Neglects to wash and dry hands after toileting ○ Forgets to zip pants after toileting	Maintains dry diapers/pants for at least two hours.	Moves bowels one or two times each day at generally the same times.	Indicates by gesture, action vocalization when wet and/or soiled.	Sits on toilet when placed and supervised.	S w
6 GROOMING	○ Showers/bathes only when reminded ○ Refuses to use soap in washing or uses only water to wash self ○ Dries hands/face/body only partially ○ Neglects deodorant even when needed ○ Showers/bathes infrequently ○ Washes self inadequately ○ Forgets to wash certain areas of body ○ Uses comb ineffectively ○ Cleans fingernails only when reminded ○ Neglects male/female personal hygiene ○ Uses only cold water in washing ○ Throws towel on floor when finished drying	Goes to sink when requested/ on own.	Turns water on when requested/ on own.	Rubs hands in water when requested/on own.	Picks up soap when requested/ on own.	R h r o
7 DRESSING	○ Requires assistance in dressing ○ Buttons, snaps, zips ineffectively ○ Misaligns buttons ○ Ties hard knot instead of bow ○ Changes clothing infrequently ○ Neglects to use protective clothing according to weather	Cooperates passively when being dressed.	Moves limbs to aid in dressing (e.g., holds out foot for shoe).	Assists in getting dressed by passing or holding clothing.	Identifies own clothing.	P o f p h h
8 UNDRESSING	○ Resists being undressed ○ Attempts to unbutton, unsnap, unzip unsuccessfully ○ Pulls at bow instead of end of lace when untying ○ Neglects to undress at appropriate times ○ Removes clothing at inappropriate times ○ Throws clothing on floor when undressing.	Cooperates passively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe,)	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	P o s t
9 NASAL HYGIENE	○ Allows nose to run continuously ○ Blows nose only when asked/reminded ○ Sneezes without covering nose and mouth.	Shows indications of being irritated by running nose (e.g., cries, wrinkles nose).	Acknowledges running nose by rubbing nose with hand or arm.	Attempts to clean up all nose drippings or leakage.	Wipes all drippings or leakage from around nose with arm or hand.	W n t c r
10 ORAL HYGIENE	○ Swallows rinse water ○ Applies an excess or inadequate amount of toothpaste to brush ○ Brushes using improper strokes ○ Chews on toothbrush ○ Neglects to turn off water when finished brushing	Tolerates brushing of own teeth by others, but does not brush own teeth.	Locates and takes own toothbrush, paste to bathroom sink.	Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	T
11 SELF-IDENTIFICATION	○ Confuses body parts ○ Fails to name family members, relations, friends ○ Recites address incorrectly or only partially ○ Reports phone number incorrectly ○ Confuses right and left hands ○ Confuses male-female labels ○ Omits personal information on job application form	Responds to name when called (e.g., turns head, moves eyes moves toward speaker).	Points to own mouth, eyes.	Points to own nose, feet.	Identifies self by first name.	P h e l
12 SENSORY PERCEPTION	○ Avoids touching, picking up, holding objects ○ Avoids touching wet objects/ substances ○ Discriminates shapes, sizes, textures only with the aid of visual cues ○ Confuses different tastes	Picks up object briefly and drops.	Picks up object and holds.	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Pi an ha
13 AUDITORY PERCEPTION	○ Does not react to speech or noise ○ Attends to all sounds equally (e.g., reports no dominant sounds) ○ Attends to sounds other than teacher speaking ○ Repeats verbal sequences incorrectly (stories, poems, symbols) ○ Does not follow directions ○ Does not discriminate gross/fine differences in sounds ○ Categorizes sounds incorrectly ○ Repeats melodies, rhythms incorrectly	Startles in response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Stops activity momentarily when sound is made.	Re to no be
14 VISUAL MOTOR I	○ Loses track of moving object when it crosses midline ○ Follows objects using both eye and head movements ○ Grasps using gross movements of one or both hands ○ Squeezes and releases objects only with assistance ○ Manipulates blocks ineffectively ○ Has difficulty stringing beads ○ Displays little eye-hand coordination	Responds to light when introduced into room (e.g., turns head in direction).	Follows moving object with eyes and head. Fixates on object momentarily.	Follows moving obj. (w/eyes & head)on its horizontal path from side of body to midline.	Follows moving obj. (w/eyes & head) on its diag. path from side of body to midline (90°).	Fo ob he ri l to
15 VISUAL MOTOR II	○ Has difficulty cutting w/scissors, sharpening pencil, folding paper ○ Dissociates component parts of letters ○ Reverses letters in words, numbers ○ Mirrors letters Interchanges foreground, background ○ Does not identify/match shapes, letters ○ Confuses letters/words that look alike ○ Does not report same form when position/setting changes ○ Visually rotates object, picture, word, design ○ Fixates on visual detail to exclusion of whole ○ Copies from model incorrectly	Spreads paste randomly on paper. Places another paper on top to stick	Paints with large brush.	Folds paper with definite crease.	Cuts paper with scissors.	Ro ba

DEVELOPED THROUGH E.S.E.A. TITLE VI-B FUNDING
PROJECT NUMBER 44-00000-0000-925

BEHAVIOR

0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13
ympt-rob-n be-9-90% ne	Displays sympt-om(s) or prob-lem health be-haviors 70-80% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-haviors 60-70% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-haviors 50-60% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-haviors 40-50% of baseline frequency.	Displays symp-tom(s) or prob-lem health be-haviors 30-40% of baseline frequency.	Displays symp-tom(s) or prob-lem health be-haviors 20-30% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-havior(s) 10-20% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-haviors 5-10% of baseline frequency.	Displays sympt-om(s) or prob-lem health be-haviors less than 5% of base-line frequency.		
nly or ders.	Comes to activity when called once.	Present two out of five days per week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Present three out of five days per week.	Comes to acti-vity only after two or more reminders.	Comes to acti-vity when called once.	Present four out of five days per week.	Comes to acti-vity only after two or more reminders.	Comes to activity when called once.	Present entire week.
n y at of	Removes semi-liquid food from spoon with mouth when be-ing fed--some rejection.	Removes semi-liquid food from spoon with lips when being fed--some rejection.	Allows spoon to be removed from mouth.	Removes semi-solid food from spoon with mouth when be-ing fed--some rejection.	Removes semi-solid food from spoon with lips when being fed--some rejection.	Retains all semi-solid and semi-liquid food from spoon w/out spitting, drooling.	Moves food in mouth with tongue.	Squeezes, smears pieces of finger food.	Eats pieces of finger food when offered by adult.	Holds finger foods.	Grasps foods o by adul carries to mout
ds ass ld	Swallows liquids from cup/glass.	Retains liquids in mouth w/out dripping or drooling while drinking.	Contacts cup/ glass w/hand(s) when drinking from cup held by adult.	Helps tip cup to drink when cup held by adult.	Holds cup in two hands.	Holds cup to drink when placed in two hands by adult.	Lifts cup off table to drink using two hands --some spilling.	Lifts cup off table to drink using two hands without spil-ling.	Drinks from cup held to mouth with two hands without spil-ling.	Lifts cup off table, tips to mouth, drinks, using two hands without spilling	Lifts c table, mouth, replaces ing 2 h out spi
day es.	Indicates by gesture, action vocalization when wet and/or soiled.	Sits on toilet when placed and supervised.	Sits on toilet when left alone.	Uses toilet immediately after placed.	Indicates by gesture, action, vocalization need to go to toilet.	Flushes toilet as directed.	Goes to, sits on or stands near toilet independently.	Goes to toilet at regular int-ervals without asking (e.g., after recess).	Attends to toilet needs without help except wiping.	Tears toilet tissue as directed.	Flushes uses to tissue necessa
on ed/	Rubs hands in water when requested/on own.	Picks up soap when requested/ on own.	Rubs soap on hands when requested/on own.	Rinses all soap off hands when requested/on own.	Turns water off when requested/ on own.	Rubs hands in towel when requested/on own.	Hangs towel af-ter using or disposes of towel when requested/on own.	Splashes face or uses cloth to wet when requested/on own.	Washes face with soap when requested/on own.	Rinses soap off face when requested/on own.	Dries fa towel wh requeste own.
to ing	Assists in get-ting dressed by passing or holding clothing.	Identifies own clothing.	Partially closes one of 3 front fasteners (e.g., pushes button halfway into hole).	Pulls pullover garments down ov-er chest after head & arms put in by adult.	Puts one arm into sleeve of t-shirt and pulls over chest.	Puts both arms into sleeves of t-shirt and pulls over chest.	Pulls t-shirt down over head, puts arms in sleeves and pulls over chest.	Places head in-to neckhole and puts t-shirt on completely.	Closes one of three front fas-teners--either buttons, zips, or snaps.	Pulls pants,etc. up from hips to waist after pulled up to that point by adult.	Pulls pa from kne waist.
o l	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	Pulls socks off over heel after socks removed to that point.	Pulls socks off completely.	Pulls shoes off over toes after adult removes shoes to that point.	Pulls shoes off over sole after shoes removed to that point.	Pulls shoes off over heel after shoes removed to that point.	Pulls shoes off completely.	Pulls off front-opened clothing over wrist after adult removes clothing to that point.	Pulls off front-opened clothing over forearm after clothing removed to that point.	Pulls of opened c over elb after cl removed point.
by	Attempts to clean up all nose drippings or leakage.	Wipes all drip-pings or leakage from around nose with arm or hand.	Wipes around nose using tissue/handker-chief if reminded.	Wipes around nose using tis-sue/handkerchief independently.	Places tissue over bridge of nose and holds one nostril closed.	Blows into tis-sue.	Pinches tissue off end of nose.	Wipes nose dry with clean part of tissue.	Repeats blowing procedure with other nostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows no request.
-	Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	Turns on water.	Wets tooth-brush and paste.	Brushes back teeth with horizontal motion.	Bites down and brushes front teeth with vertical motion.	Brushes teeth retaining paste, saliva in mouth.	Spits tooth-paste out.	Fills cup/ glass with water.	Rinses mouth out without swallowing water.	Expells w into sink
	Points to own nose, feet.	Identifies self by first name.	Points to own hair, hands, ear, head, legs, arms.	Points to own fingers, toes, stomach, back, knees.	Identifies own image in mirror.	Points to teeth, heels, fingernails, chin.	Identifies self in photograph/ in group photograph.	Points to back, front, sides of body.	Points to mouth, eyes, nose, feet on other person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points t property desk, ch clothing pencils, crayons,
ect	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Picks up object and turns in hand.	Picks up object and throws it.	Picks up object and rubs, pinches, pats, or smooths it.	Picks up object and takes parts off/out. Puts parts in/on.	Turns object over and around.	Holds object to light.	Pushes/pulls object.	Sits on/in, stands on/in object.	Sits und stands u object.
	Attends to dom-inant sound while other sounds present.	Stops activity momentarily when sound is made.	Reaches or turns toward noise made behind head.	Responds within 5 seconds to single speaker by looking directly at him.	Reacts positive-ly (e.g.,smiles, waves arms, goo's) to soft-toned sounds.	Reacts negative-ly (e.g., tem-porarily lessens activity;cries) to harsh-toned sounds.	Points in general direc-tion of source of sound.	Changes activity with change in sound--possibly inappropriate.	Imitates physi-cal gestures when word or phrase paired with that ges-ture is spoken.	Matches envir-onmental sounds --chooses from group the sound similar to one presented.	Sorts en mental s into grou without identifyi class.
g	Follows moving obj. (w/eyes & head)on its hor-izontal path from side of bo-dy to midline.	Follows moving obj. (w/eyes & head) on its di-ag. path from side of body to midline (90^0).	Follows moving obj. (w/eyes & head) on its ho-riz. path from 1 side of body to other (180^0).	Follows moving obj.(w/eyes only --no head move-ment) on path from one side of body to other.	Follows moving object (with eyes only) un-til it disap-pears from view.	Follows object moving in circular path	Follows moving object held 18 inches from eyes (with eyes only).	Follows moving object along floor ten feet away (with eyes only).	Follows dangling object on string ten feet away (with eyes only).	Fixates eyes on object/picture for 10 seconds.	Extends f
	Folds paper with definite crease.	Cuts paper with scissors.	Rolls clay into ball.	Threads large needle through wide hole.	Strings small beads.	Places small pegs in holes on board.	Spreads paste on one side of paper and turns	Builds tower of nine blocks or more.	Builds five-block bridge.	Cuts out pictures	Cuts acro paper fo

VIORAL CHARACTERIS

.0	12.0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	2
s sympt- r prob- lth be- less of base- requency.											
o acti- ly after more rs.	Comes to activity when called once.	Present for entire school week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Goes to school without prompting.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Tells time at the hour (minute hand on 12).	Tells time at the quarter hour (15, 30, 45 minutes).	Tells time to five-minute intervals.	Tell the
eces of food fered by	Holds finger foods.	Grasps finger foods offered by adult and carries them to mouth.	Reaches for finger foods and carries them to mouth.	Separates finger foods by hand--pulls off pieces.	Separates finger foods by mouth--bites off pieces.	Carries finger foods to mouth and bites off smaller pieces.	Swallows one bite of finger food before adding more to mouth.	Bites off appropriate size pieces of finger foods using teeth.	Reaches for spoon when being fed.	Grasps spoon in fist.	Rubs acros licks
from cup mouth o hands spil-	Lifts cup off table, tips to mouth, drinks, using two hands without spilling	Lifts cup off table, tips to mouth, drinks, replaces cup using 2 hands w/ out spilling.	Holds cup to drink when placed in one hand by adult.	Lifts cup off table to drink using one hand --some spilling.	Sucks liquid from straw in glass using one hand.	Lifts cup off table to drink using one hand without spilling.	Drinks from cup held to mouth with one hand without spilling.	Lifts cup off table, tips to mouth, drinks, using one hand without spilling.	Lifts cup off table, tips to mouth, drinks, replaces cup using 1 hand w/out spilling.	Drinks liquids, taking one sip at a time.	Drin from bott
to needs help wiping.	Tears toilet tissue as directed.	Flushes toilet, uses toilet tissue when necessary.	Goes to toilet when necessary with infrequent accidents.	Goes to toilet properly by self with no accidents.	Adjusts clothing before leaving bathroom (zips, buttons, etc.)	Washes and dries hands. Disposes of towel if necessary.	Asks location of bathroom in new situation.	Obtains help with any toileting problem.			
face with en ed/on	Rinses soap off face when requested/on own.	Dries face with towel when requested/on own.	Washes hands & face & dries them without having to be reminded or checked.	Washes hands and face when soiled or at regular times.	Gets into bath or shower.	Applies soap to cloth.	Washes neck area with soapy cloth.	Washes top and bottom of arms.	Washes chest, stomach, sides of body.	Washes genital and crotch area.	Wash feet
one of ront fas- --either s, zips, s.	Pulls pants,etc. up from hips to waist after pulled up to that point by adult.	Pulls pants up from knees to waist.	Pulls pants up from ankles to waist.	Pulls pants up completely from floor to waist.	Puts hand through armhole of front-opened clothing.	Locates second armhole and puts hand and arm through it.	Pushes arm into second sleeve and pulls clothing up to shoulders.	Pulls two sides of front-opened clothing together.	Fastens or attempts to fasten front-opened clothing.	Tucks in or straightens front-opened clothing.	Pull from ankl sock to t by a
ff front- clothing ist after emoves g to int.	Pulls off front-opened clothing over forearm after clothing removed to that point.	Pulls off front-opened clothing over elbow after clothing removed to that point.	Pulls off front-opened clothing over shoulder after clothing removed to that point.	Pulls off front-opened clothing over back after clothing removed to that point.	Pulls off front-opened clothing from other arm after clothing removed to that point.	Pulls front-opened clothing off completely.	Partially opens 1 of 3 front fasteners (e.g., pushes button halfway through hole).	Opens 1 of 3 front fasteners --either unbuttons, unzips or unsnaps.	Pulls at untied lace and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pull othe garm over adul to t
blowing re with ostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose on request.	Uses tissue to blow nose when reminded.	Indicates need for handkerchief to blow nose.	Blows nose independently when necessary.	Covers mouth with tissue or hand when sneezing.	Uses tissue at all necessary times.				
up/ ith	Rinses mouth out without swallowing water.	Expells water into sink.	Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	Replaces cap on toothpaste tube.	Replaces or disposes of cup.	Returns toothbrush, paste to designated container/ location.	Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brus mea des tim
to eyes, feet on erson.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to own property (e.g., desk, chair, clothing, pencils, books, crayons,toys).	Tells own sex.	Draws picture of own face/ whole body w/ proportional body parts in correct places.	Tells own first and last name.	Tells own age.	Names siblings.	Categorizes family members in correct sex group (e.g., says mommy is girl, not boy).	Tells names of friends,members of class, aunts, uncles, cousins, etc.	Tells month of birth.	Tel nam in
/pulls	Sits on/in, stands on/in object.	Sits under/ stands under object.	Explores density resistance, texture, temperature of wet objects/substances.	Points to area of body recently touched by another.	Matches thru tactile cues like objects that are big and small.	Matches through tactile cues like objects that are long and short.	Matches through tactile cues like objects that are straight and curved.	Matches through tactile cues like objects that are square and round.	Matches through tactile cues like obj. that are circular, triangular,rectangular shaped.	Matches through tactile cues like objects that are flat/ thin and wide/ fat.	Mat tac lik tha and
es physi- stures ord or paired hat ges- s spoken.	Matches environmental sounds --chooses from group the sound similar to one presented.	Sorts environmental sounds into groups without identifying class.	Points to specific source of sound when typical sound of that object is made.	Identifies sounds as near or far, up or down.	Responds appropriately to sound patterns associated with various activities.	Identifies sounds, words just spoken.	Identifies loud and soft sounds.	Identifies different notes as being high or low sounds.	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Rep nor
dangling on string t away yes	Fixates eyes on object/picture for 10 seconds.	Extends fingers.	Reaches to midline of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and fingers extended.	Grasps rattle, finger, etc., with one hand.	Reaches toward object(s).	Moves hands together (in unison) as in clapping.	Leaves hands predominantly open.	Squeezes items placed in hand.	Use in me ob
five- ridge.	Cuts out pictures following	Cuts across paper following straight line/	Cuts out small square/triangle/ circle.	Cuts fringe.	Winds thread on spool evenly.	Sharpens pencil.	Folds paper in half with edges meeting.	Cuts cloth with scissors.	Cuts out complex pictures following	Places key in lock and opens lock	Thr sta

CTERISTICS PROGRESSIO

20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0
Tells time at the quarter hour (15, 30, 45 minutes).	Tells time to five-minute intervals.	Tells time to the minute.	Independently comes to activity at specified time.	Comes promptly, stays in proper area for specified time.	Arrives at scheduled events on time (lunch, dinner appointments).					
Reaches for spoon when being fed.	Grasps spoon in fist.	Rubs spoon across plate and licks spoon.	Chews and swallows semi-solid food. Jaw motion begins.	Chews and swallows pieces of finger food. Chews in rotary motion.	Brings fist-held spoon to mouth. Inserts spoon.	Fills fist-held spoon.	Fills fist-held spoon, inserts spoon in mouth, turns spoon in mouth.	Fills fist-held spoon and inserts spoon in mouth without turning.	Eats, holding spoon in fist--some spilling.	Eats, holding spoon in fingers w/more than one finger independent of palm and palm up.
Lifts cup off table, tips to mouth, drinks, replaces cup using 1 hand w/out spilling.	Drinks liquids, taking one sip at a time.	Drinks liquid from soft drink bottle or can.	Refills glass from container holding less than a glass--some spilling.	Refills glass from container holding less than a glass without spilling.	Refills glass from a container holding more than a glass without spilling.	Refills glass from a container using a handle without spilling.	Drinks from water fountain when turned on by adult.	Turns faucet of water fountain.	Turns faucet of water fountain and drinks at same time.	Pushes button to operate water fountain.
Washes chest, stomach, sides of body.	Washes genital and crotch area.	Washes legs and feet.	Washes back.	Washes face and ears while in bath/shower.	Rinses off soap after washing.	Uses towel to partially dry body after washing.	Uses towel to dry entire body.	Allows hair to be washed.	Assists while another washes hair.	Washes own hair using fingers to rub/massage scalp.
Fastens or attempts to fasten front-opened clothing.	Tucks in or straightens front-opened clothing.	Pulls sock up from heel to ankle after sock pulled up to that point by adult.	Pulls sock up from sole to ankle.	Pulls sock up from toes to ankle.	Puts sock on completely.	Puts shoe on over heel after shoe placed near that position by adult.	Puts shoe on over sole.	Puts shoe on over toes.	Puts shoe on completely.	Closes two of three front fasteners.
Pulls at untied lace and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pulls pants & other pull-down garments off over feet after adult removes to that point.	Pulls pants down from ankles & over feet after pants removed to that point.	Pulls pants down from knees & over feet after pants removed to that point.	Pulls pants down from hips & over feet after pants removed to that point.	Pulls pants down completely from waist and over feet.	Pulls t-shirt, etc., up over head after adult removes t-shirt to that point.	Pulls t-shirt off of one arm and over head after shirt removed to that point.	Pulls t-shirt off of both arms and over head after shirt removed to that point.	Pulls t-shirt off completely.
Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brushes after meals or at designated times.	Obtains help when tooth hurts, cavity suspected, dental floss needed, etc.	Goes for teeth check-ups periodically.						
Tells names of friends, members of class, aunts, uncles, cousins, etc.	Tells month of birth.	Tells street name and town in address.	Tells father's and mother's first and last name.	Points to 25 of the following body parts: ear, eye, hand, leg, arm, chin, (See Booklet).	Tells parents' employer or place of work. Tells parents' occupations.	Tells house number, street, and town.	Recites telephone number.	Tells month and day of birth.	Points to own right and left hands/to right and left on others.	Uses left and right to direct others in concrete situatio
Matches through tactile cues like obj. that are circular, triangular, rectangular shaped.	Matches through tactile cues like objects that are flat/thin and wide/fat.	Matches through tactile cues like objects that are wet and dry.	Matches through tactile cues like objects that are hot and cold.	Matches through tactile cues like objects that are sticky and non-adhesive.	Matches through tactile cues like objects that are hard and soft.	Matches through tactile cues like objects that are rough and smooth.	Matches through tactile cues like objects that are wrinkled/bumpy and smooth.	Matches through tactile cues like objects that are sharp and dull.	Matches through tactile cues like objects that are light and heavy.	Chooses through tactile cues small object o request from group of five objects.
Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Repeats nonsense words.	Identifies differences in unlike speech sounds--m, g, t, p--when in isolation.	Identifies differences in similar speech sounds--f, s, v, th--when in isolation.	Identifies where sound differences occur in words (e.g., initial, medial, final sounds).	Identifies initial sounds of words.	Identifies initial and final sounds of words.	Identifies initial, medial, and final sounds of words.	Repeats tapped rhythms.	Repeats melody
Leaves hands predominantly open.	Squeezes items placed in hand.	Uses fingers in gross movements to grasp objects.	Releases or drops objects from grasp.	Transfers objects from hand to hand.	Bangs together two objects held in hands.	Pulls jumbo pegs out of pegboard.	Uses thumb in opposition with all fingers to grasp.	Uses wrist in side-to-side movement (e.g., rings bell).	Places index finger in small hole.	Takes objects out of contain with one hand.
Cuts out complex pictures following	Places key in lock and opens lock	Threads standard-sized needle.	Locates up,down/in,on,out/under, over/top,bottom/by,beside/before	Matches six colors/over six colors.	Matches objects of various shades from	Matches objects of various intensities from bright to dull	Finds target object from pictured group of grossly differ-	Finds target object from pictured group of similar objects.	Points to specified object to left/to right.	Finds two objects in pictu and connects them with a

ESSION - BCP 1-22

29.0	30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	4
s, holding on in fist-- e spilling.	Eats, holding spoon in fingers w/more than one finger independent of palm and palm up.	Uses spoon held in fingers with precision: separates large-sized foods, eats liquids.	Directs spoon held in fingers to mouth--some spilling.	Eats holding fork in fist with spilling.	Eats holding fork in fingers in standard position--some spilling	Uses fork held in fingers with precision: separates foods, dips into foods, spears foods.	Directs fork held in fingers to mouth--some spilling.	Directs food on spoon/fork into mouth without dropping any on way to mouth.	Fills spoon/ fork with one mouthful of food at a time.	Swallows food in mouth before taking another bite.	Chew thor bef swal
s faucet of r fountain drinks ame time.	Pushes button to operate water fountain.	Pushes button to operate water fountain and drinks at the same time.	Pours liquid from teapot.	Carries liquid in open container without spilling.	Pours liquid from one cup to another without spilling.						
sts while her washes .	Washes own hair using fingers to rub/massage scalp.	Uses proper amount of shampoo to wash hair.	Turns water on and off for shower/bath.	Plugs drain when necessary at sink, in bath.	Bathes or showers when reminded.	Adjusts faucets to desired water temperature at sink or shower/bath.	Puts comb/brush in hair.	Runs comb/brush through hair.	Allows hair to be cut.	Allows hair to be set--women.	Part own wom
shoe on letely.	Closes two of three front fasteners.	Obtains specified clothing items	Puts shoes on correct feet.	Partially tightens shoe laces.	Obtains specified clothing items and puts some on without being told.	Pulls shoe laces tight--vertical pull.	Crosses shoe laces.	Tightens laces --horizontal pull.	Ties laces into a knot.	Makes a bow.	Tigh
s t-shirt f both and over after removed at point.	Pulls t-shirt off completely.	Opens two of three front fasteners.	Unlaces shoes.	Unbuttons, unzips and unsnaps.	Takes off all clothing when told to do so.	Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry.	Opens all fasteners even if small or on back or side of garment. Opens safety pins.	Undresses daily at designated times without being reminded (e.g., at night, before shower).	Turns clothing right side out (e.g., socks, pants, shirts, etc.).	Hangs clothing on hook and/or hanger.	Puts clot des pla
s to own and left /to right left on rs.	Uses left and right to direct others in concrete situation.	Names 25 body parts (See #24 in Booklet)/ 35 body parts.	Tells hobbies, interests.	Tells number, street, city, state, zip code in address.	Tells how 25 body parts are related to one another.	Tells birthplace (state).	Tells month, day, year of birth.	Tells city/ town of birth.	Points to objects in front of, behind, beside self.	Points to objects to the left/to the right of self.	Loc in oth
es through le cues objects are light eavy.	Chooses through tactile cues small object on request from group of five objects.	Chooses through tactile cues long/short object on request from group of five objects.	Chooses through tactile cues straight/curved object on request from group of five objects.	Chooses through tactile cues square/round object on request from group of 5 obj.	Chooses through tactile cues triangular/rectangular/diamond shaped obj. from group of 5 obj.	Chooses through tactile cues flat/thin/wide/fat object on request from group of 5 obj.	Chooses through tactile cues wet/dry object on request from group of 5 objects.	Chooses through tactile cues hot/cold object on request from group of five objects.	Chooses through tactile cues sticky/non-adhesive object on request from group of 5 obj.	Chooses through tactile cues hard/soft object on request from group of five objects.	Ch ti bu sm red gr
ts tapped ms.	Repeats melody.	Identifies component sounds of words. (P/ă/t).	Identifies consonant sounds of a spoken word.	Identifies vowel sounds of a spoken word.	Identifies consonant blends of separate letters (e.g., b + l = bl).	Identifies number of sounds per blend (e.g., 2 sounds in bl).	Identifies number of sounds per word.	Identifies order of sounds in word.	Identifies fine differences in words (e.g., bat and bad).	Identifies and forms words that rhyme.	Rep lik (e. 8; boy
s index in hole.	Takes objects out of container with one hand.	Squeezes object in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Picks up small objects between thumb and index finger.	Reaches across midline of body using thumb and index finger to pick up objects.	Builds tower of two blocks.	Places round object in round hole.	Builds tower of 3-4 blocks.	Bui of
to fied object t/to	Finds two objects in picture and connects them with a line.	Makes fine discriminations in size--to the 1/2 inch.	Makes discriminations in size to the 1/4 inch.	Makes discriminations in size to the 1/8 inch.	Identifies missing or incongruous element of	Identifies look-alike words correctly.	Puts together complex puzzles.	Strings small beads reproducing color and shape sequence.	Scans horizontal line of objects left to right.	Reproduces number, direction and color of pegboard	Mak ual ati let

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701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
RICHARD R. FICKEL, SUPERINTENDENT

TEACHER _____
SCHOOL _____ DIS

39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0
Swallows food in mouth before taking another bite.	Chews food thoroughly before swallowing.	Uses spoon for liquids and semi-solids; uses fork for solids.	Serves self at table.	Spreads with knife (e.g., butter, jam)	Cuts with knife.	Cuts with knife and fork.	Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.).	Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail).	Carries own tray through serving line.	Serves self in cafeteria.
Allows hair to be set--women.	Partially sets own hair--women.	Cleans fingernails using fingernail brush.	Files/cuts own nails--hands and feet.	Applies deodorant in correct manner--spray, roll-on, pads, etc.	Bathes or showers when necessary or at regular times.	Combs hair when necessary. Checks placement in mirror.	Maintains clean, filed, cut fingernails.	Uses a deodorant when necessary or at regular times.	Cleans glasses, comb, brush when necessary.	Shaves self when necessary or at regular times.
Makes a bow.	Tightens bow.	Buttons, zips, and snaps.	Puts on all clothing when told to do so.	Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry.	Closes all fasteners even if small or on back or side of garment. Closes safety pin.	Dresses daily at designated times without being reminded (e.g., in the morning).	Selects clean clothing, changes underclothes regularly.	Selects, uses protective clothing according to weather, location, etc. (e.g., raincoat)	Selects clothing for different occasions and locations.	Polishes shoes.
Hangs clothing on hook and/or hanger.	Puts soiled clothing in designated place.	Folds clothing down middle.	Folds clothing more than once.	Puts clean clothing in designated place (e.g., drawer, closet).						
Points to objects to the left/to the right of self.	Locates self in relation to other objects.	Tells how 35 body parts function (e.g., elbow bends, heart pumps).	Uses left or right to direct other in abstract situation.	Tells height and weight.	Tells schooling information. Tells job experience.	Tells parents' birth places.	Tells or locates drivers license number/social security number.	Tells credentials, licenses, training certificates, awards held.	Tells references, names, and addresses.	Discusses own strengths and weaknesses.
Chooses through tactile cues hard/soft object on request from group of five objects.	Chooses thru tactile cues rough/bumpy/wrinkled/smooth obj. on request from group of 5 obj.	Chooses through tactile cues sharp/dull object on request from group of 5 obj.	Chooses through tactile cues light/heavy object on request from group of five objects.	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects.	Chooses through smell and taste cues burnt substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.		
Identifies and forms words that rhyme.	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy).	Tells recently told story maintaining original sequence.	Repeats poem just spoken.	Recalls story recited in past (e.g., one period, one day, last year).	Repeats set of symbols backwards (e.g., digits, letters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronunciation when reading aloud.		
Builds tower of 3-4 blocks.	Builds tower of 5-6 blocks.	Strings large beads.	Rolls clay into snake shape.	Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.	Matches like objects.	Matches the three primary colors--red, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles, squares, triangles, diamonds.	Matches shape at left to proper holes on formboard.
Reproduces number, direction and color of formboard	Makes fine visual discriminations--matches letters that look very	Copies-from model-letters, numbers in correct sequence	Reproduces previously viewed letters, numbers in correct sequence	Reproduces previously viewed complex pattern /design cor-	Reports dominant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 objects after 10-second exposure when more than one minute has	Recalls five objects after 10-second exposure.

TA CRUZ COUNTY OFFICE OF EDUCATION
701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
HARD R. FICKEL, SUPERINTENDENT

TEACHER _____

SCHOOL _____ DISTRICT _____

43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	∞
Spreads with knife (e.g., butter, jam)	Cuts with knife.	Cuts with knife and fork.	Prepares foods for eating (e.g., peels banana, cracks hard-boiled egg, etc.).	Opens containers. Removes foods. Unwraps foods (e.g., opens lunch pail).	Carries own tray through serving line.	Serves self in cafeteria.	Manages to eat different types of foods: liquids, crisp foods, slippery foods.	
Applies deodorant in correct manner--spray, roll-on, pads, etc.	Bathes or showers when necessary or at regular times.	Combs hair when necessary. Checks placement in mirror.	Maintains clean, filed, cut fingernails.	Uses a deodorant when necessary or at regular times.	Cleans glasses, comb, brush when necessary.	Shaves self when necessary or at regular times.	Cares for personal hygiene needs during menstrual cycle--women.	
Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry.	Closes all fasteners even if small or on back or side of garment. Closes safety pins.	Dresses daily at designated times without being reminded (e.g., in the morning).	Selects clean clothing, changes underclothes regularly.	Selects, uses protective clothing according to weather, location, etc. (e.g., raincoat)	Selects clothing for different occasions and locations.	Polishes shoes.	Attempts to maintain a clean, neat appearance throughout the day.	
Puts clean clothing in designated place (e.g., drawer, closet).								
Tells height and weight.	Tells schooling information. Tells job experience.	Tells parents' birth places.	Tells or locates drivers license number/social security number.	Tells credentials, licenses, training certificates, awards held.	Tells references, names, and addresses.	Discusses own strengths and weaknesses.	Discusses own hierarchy of values (e.g., honesty, appearance, intelligence, etc.)	
Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects.	Chooses through smell and taste cues burnt substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.				
Recalls story recited in past (e.g., one period, one day, last year).	Repeats set of symbols backwards (e.g., digits, letters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronunciation when reading aloud.				
Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.	Matches like objects.	Matches the three primary colors--red, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles, squares, triangles, diamonds.	Matches shapes at left to proper holes on formboard.	Puts together simple puzzles.	
Reproduces previously viewed complex pattern /design cor-	Reports dominant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 objects after 10-second exposure when more than one minute has	Recalls five objects after 10-second exposure.	Recalls ten objects after 10-second exposure.	

8 UNDRESSING	○ Resists being undressed ○ Attempts to unbutton, unsnap, unzip unsuccessfully ○ Pulls at bow instead of end of lace when untying ○ Neglects to undress at appropriate times ○ Removes clothing at inappropriate times ○ Throws clothing on floor when undressing.	Cooperates passively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe,)	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	P o s t
9 NASAL HYGIENE	○ Allows nose to run continuously ○ Blows nose only when asked/reminded ○ Sneezes without covering nose and mouth.	Shows indications of being irritated by running nose (e.g., cries, wrinkles nose).	Acknowledges running nose by rubbing nose with hand or arm.	Attempts to clean up all nose drippings or leakage.	Wipes all drippings or leakage from around nose with arm or hand.	W n t c r
10 ORAL HYGIENE	○ Swallows rinse water ○ Applies an excess or inadequate amount of toothpaste to brush ○ Brushes using improper strokes ○ Chews on toothbrush ○ Neglects to turn off water when finished brushing	Tolerates brushing of own teeth by others, but does not brush own teeth.	Locates and takes own toothbrush, paste to bathroom sink.	Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	T
11 SELF-IDENTIFICATION	○ Confuses body parts ○ Fails to name family members, relations, friends ○ Recites address incorrectly or only partially ○ Reports phone number incorrectly ○ Confuses right and left hands ○ Confuses male-female labels ○ Omits personal information on job application form	Responds to name when called (e.g., turns head, moves eyes moves toward speaker).	Points to own mouth, eyes.	Points to own nose, feet.	Identifies self by first name.	P h e l
12 SENSORY PERCEPTION	○ Avoids touching, picking up, holding objects ○ Avoids touching wet objects/substances ○ Discriminates shapes, sizes, textures only with the aid of visual cues ○ Confuses different tastes	Picks up object briefly and drops.	Picks up object and holds.	Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Pi ar ha
13 AUDITORY PERCEPTION	○ Does not react to speech or noise ○ Attends to all sounds equally (e.g., reports no dominant sounds) ○ Attends to sounds other than teacher speaking ○ Repeats verbal sequences incorrectly (stories, poems, symbols) ○ Does not follow directions ○ Does not discriminate gross/fine differences in sounds ○ Categorizes sounds incorrectly ○ Repeats melodies, rhythms incorrectly	Startles in response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dominant sound while other sounds present.	Stops activity momentarily when sound is made.	R t n b
14 VISUAL MOTOR I	○ Loses track of moving object when it crosses midline ○ Follows objects using both eye and head movements ○ Grasps using gross movements of one or both hands ○ Squeezes and releases objects only with assistance ○ Manipulates blocks ineffectively ○ Has difficulty stringing beads ○ Displays little eye-hand coordination	Responds to light when introduced into room (e.g., turns head in direction).	Follows moving object with eyes and head. Fixates on object momentarily.	Follows moving obj. (w/eyes & head) on its horizontal path from side of body to midline.	Follows moving obj. (w/eyes & head) on its diag. path from side of body to midline (90°).	F o h r l t
15 VISUAL MOTOR II	○ Has difficulty cutting w/scissors, sharpening pencil, folding paper ○ Dissociates component parts of letters ○ Reverses letters in words, numbers ○ Mirrors letters Interchanges foreground, background ○ Does not identify/match shapes, letters ○ Confuses letters/words that look alike ○ Does not report same form when position/setting changes ○ Visually rotates object, picture, word, design ○ Fixates on visual detail to exclusion of whole ○ Copies from model incorrectly	Spreads paste randomly on paper. Places another paper on top to stick.	Paints with large brush.	Folds paper with definite crease.	Cuts paper with scissors.	R b
16 GROSS MOTOR I	○ Shows no protective behavior ○ Shows no reflexive righting behavior ○ Shows no movement from back, side, stomach positions ○ Walks only with physical assistance ○ Walks on tiptoes ○ Avoids walking up and/or down incline or stairs ○ Falls off side of chair if not supported ○ Slides forward on chair if not supported	Holds head up and steady when held against shoulder.	Uses simple hand movements to the side.	Lifts head when lying flat on stomach.	Shows protective behavior (e.g., extends arms when falling).	U a t t l
17 GROSS MOTOR II	○ Bumps into objects while walking/running ○ Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle ○ Misses a large or small ball thrown to him ○ Walks, runs with unsteady/clumsy movements ○ Has difficulty performing simple acrobatic stunts ○ Performs poorly if at all in team sports ○ Throws ball in undirected fashion ○ Has difficulty keeping afloat in water	Tosses a large ball in air and catches it with hands, body.	Bounces a large ball on floor and catches it with hands, body.	Throws a large ball-in general direction intended-from chest position with two hands.	Throws a large ball against wall and catches it with hands, body.	C h a t a f
18 PRE-ARTICULATION	○ Drools ○ Uses motion of head, not tongue, to lick ○ Does not blow ○ Blows in undirected, uncontrolled fashion ○ Vocalizes while inhaling ○ Sucks liquid from straw ineffectively ○ Does not point or manipulate tongue ○ Points tongue in specified direction only w/aid of lips ○ Demonstrates little/no lip movement or control ○ Does not purse lips to kiss ○ Uses one- and two-syllable sounds w/out inflections ○ Maintains open mouth position at inappropriate times	Breathes from diaphragm in imitation or on request.	Maintains established rhythmic breathing pattern from diaphragm.	Produces vocal sound on exhalation.	Sucks liquid from a straw ineffectively (e.g., spilling drooling).	S ? g l m
19 ARTICULATION	○ Omits sounds in words ○ Substitutes one sound for another in words ○ Distorts sounds in words ○ Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds ○ Makes unintelligible sounds ○ Speaks in muffled, garbled, unclear manner.	Makes all long vowels in isolation.	Makes all short vowels in isolation.	Uses all long vowels with m to form consonant-vowel nonsense syllables.	Uses all long vowels with p, b to form consonant-vowel nonsense syllables.	U v p, c n s
20 LANGUAGE COMPREHENSION	○ Appears not to understand what is being said ○ Does not respond to name, words ○ Does not answer questions correctly ○ Does not follow verbal directions ○ Does not locate, place objects according to verbal directions ○ Does not point to familiar objects/persons on request	Responds to spoken sounds (e.g., smiles, frowns, changes behavior).	Stops activity upon simple command (e.g., no, stop, don't).	Responds to name by stopping activity, looking up, or going to speaker.	Gestures appropriately to simple verbal requests without physical model.	P b p o
21 LANGUAGE DEVELOPMENT	○ Indicates needs by gestures ○ Speaks in fragments--words, phrases, short sentences ○ Speaks only in simple sentences ○ Speaks only using present tense ○ Uses incorrect pronoun, verb, or both ○ Uses first name instead of pronoun "I" or "me" ○ Asks questions using voice inflection rather than complete sentences ○ Participates rarely in class discussions	Vocalizes feelings of pleasure or pain (e.g., coos, laughs, whines, grunts, squeals).	Uses facial and arm gestures with vocalizations.	"Talks" to self in mirror using melodic, rhythmic speech patterns --words not coherent.	Communicates by pulling another to show him object/person/situation.	U f r
22 LISTENING	○ Seldom looks at speaker ○ Doesn't look at teacher while being spoken to ○ Doesn't maintain eye contact ○ Doesn't follow teacher directions or instructions ○ Answers questions incorrectly or not at all.	Looks in direction of speaker.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	L a t t
		1.0	2.0	3.0	4.0	

over toes after adult removes sock to that point.	off over sole after socks removed to that point.	over heel after socks removed to that point.	completely.	over toes after adult removes shoes to that point.	Pulls shoes off over sole after shoes removed to that point.	Pulls shoes off over heel after shoes removed to that point.	Pulls shoes off completely.	Pulls off front-opened clothing over wrist after adult removes clothing to that point.	Pulls off front-opened clothing over forearm after clothing removed to that point.	Pulls off front-opened cl over elbo after clo removed t point.
Attempts to clean up all nose drippings or leakage.	Wipes all drippings or leakage from around nose with arm or hand.	Wipes around nose using tissue/handkerchief if reminded.	Wipes around nose using tissue/handkerchief independently.	Places tissue over bridge of nose and holds one nostril closed.	Blows into tissue.	Pinches tissue off end of nose.	Wipes nose dry with clean part of tissue.	Repeats blowing procedure with other nostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nos request.
Removes cap from toothpaste tube.	Puts toothpaste on brush (may be inappropriate amount).	Turns on water.	Wets toothbrush and paste.	Brushes back teeth with horizontal motion.	Bites down and brushes front teeth with vertical motion.	Brushes teeth retaining past saliva in mouth.	Spits toothpaste out.	Fills cup/glass with water.	Rinses mouth out without swallowing water.	Expells w into sink
Points to own nose, feet.	Identifies self by first name.	Points to own hair, hands, ear, head, legs, arms.	Points to own fingers, toes, stomach, back, knees.	Identifies own image in mirror.	Points to teeth, heels, fingernails, chin.	Identifies self in photograph/in group photograph.	Points to back, front, sides of body.	Points to mouth, eyes, nose, feet on other person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to property desk, cha clothing pencils, crayons,
Picks up object and sticks in mouth; licks, sucks.	Picks up object and bangs it against another object or self.	Picks up object and turns in hand.	Picks up object and throws it.	Picks up object and rubs, pinches, pats, or smooths it.	Picks up object and takes parts off/out. Puts parts in/on.	Turns object over and around.	Holds object to light.	Pushes/pulls object.	Sits on/in, stands on/in object.	Sits unde stands u object.
Attends to dominant sound while other sounds present.	Stops activity momentarily when sound is made.	Reaches or turns toward noise made behind head.	Responds within 5 seconds to single speaker by looking directly at him.	Reacts positively (e.g.,smiles, waves arms, goo's) to soft-toned sounds.	Reacts negatively (e.g., temporarily lessens activity;cries) to harsh-toned sounds.	Points in general direction of source of sound.	Changes activity with change in sound--possibly inappropriate.	Imitates physical gestures when word or phrase paired with that gesture is spoken.	Matches environmental sounds --chooses from group the sound similar to one presented.	Sorts env mental so into grou without identifyi class.
Follows moving obj. (w/eyes & head)on its horizontal path from side of body to midline.	Follows moving obj. (w/eyes & head) on its diag. path from side of body to midline (90°).	Follows moving obj. (w/eyes & head) on its horiz. path from 1 side of body to other (180°).	Follows moving obj.(w/eyes only --no head movement) on path from one side of body to other.	Follows moving object (with eyes only) until it disappears from view.	Follows object moving in circular path	Follows moving object held 18 inches from eyes (with eyes only).	Follows moving object along floor ten feet away (with eyes only).	Follows dangling object on string ten feet away (with eyes only).	Fixates eyes on object/picture for 10 seconds.	Extends f
Folds paper with definite crease.	Cuts paper with scissors.	Rolls clay into ball.	Threads large needle through wide hole.	Strings small beads.	Places small pegs in holes on board.	Spreads paste on one side of paper and turns over to stick it to another paper.	Builds tower of nine blocks or more.	Builds five-block bridge.	Cuts out pictures following general shape.	Cuts acro paper fol straight curved li
Lifts head when lying flat on stomach.	Shows protective behavior (e.g., extends arms when falling).	Uses reflexive arm and leg thrusts/voluntary arm and leg thrusts.	Creeps while flat on stomach using random motion.	Creeps from stomach position using arms together, legs together.	Holds head steady and erect when lifting head.	Turns from side to back.	Turns over by self from stomach to back/from back to side.	Supports self on extended elbows.	Sits if supported by pillow, chair, etc.	Uses arms raise tru from sto position.
Throws a large ball-in general direction intended-from chest position with two hands.	Throws a large ball against wall and catches it with hands, body.	Catches with hands and body a large ball thrown by another from 5 feet.	Catches with hands a large ball thrown by another from 5 feet.	Kicks a stationary ball using a two-step start.	Jumps forward 3-foot distance, feet together/backward 3 feet.	Balances on one foot for 5 sec., with eyes open, arms out to sides,/arms folded in front.	Balances on one foot for 5 sec., w/eyes closed, arms out to sides/arms folded in front.	Attempts to skip.	Performs complete somersault.	Maintains momentum swing.
Produces vocal sound on exhalation.	Sucks liquid from a straw ineffectively (e.g., spilling drooling).	Sucks liquid from a straw getting all liquid into mouth.	Uses teeth for biting.	Uses teeth for chewing.	Chews in rotary motion.	Moves food from side to side in mouth.	Controls drooling and saliva flow while eating.	Swallows biteful of food after chewing.	Looks at mouth to get cues for sound production.	Blows and vocalizes non-speci direction
Uses all long vowels with m to form consonant-vowel nonsense syllables.	Uses all long vowels with p, b to form consonant-vowel nonsense syllables.	Uses all short vowels with m, p, b to form consonant-vowel nonsense syllables.	Makes all vowel diphthongs in isolation.	Uses all long vowels with h, w, hw, to form consonant-vowel nonsense syllables.	Uses all short vowels with h, w, hw to form consonant-vowel nonsense syllables.	Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables.	Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables.	Uses all diphthongs w/m, p, b to form consonant-vowel nonsense syllables.	Uses all diphthongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all thongs wi d, k, g t form cons vowel non syllables
Responds to name by stopping activity, looking up, or going to speaker.	Gestures appropriately to simple verbal requests without physical model.	Points to ten body parts or possessions on request.	Points to members of family, familiar home objects on request.	Follows verbal direction when accompanied by gestures (e.g., come, sit, bring).	Follows one simple verbal command given without gestures.	Performs appropriate action when self pronouns me, my, mine, I are used.	Performs approp. action when given 1-step verbal command using pronouns he, she, it.	Performs approp. action when given 1-step verbal command using pronouns him, her, you, they.	Performs approp. action when given 1-step verbal command using pronouns his, hers, yours, theirs.	Responds verbally nods, poi shakes he concrete questions
"Talks" to self in mirror using melodic,rhythmic speech patterns --words not coherent.	Communicates by pulling another to show him object/person/situation.	Uses one word for many related things.	Refers to self by first name.	Names familiar object, upon seeing it again, using one-syllable word.	Names familiar object, upon seeing it again, using two-three syllable word.	Names five familiar objects/ten objects/twenty objects.	Uses one-word verb in present tense (e.g., go, run).	Uses pronouns me, my, mine.	Uses adjectives (e.g., good, big).	Uses noun article (a dog, th
Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker through duration of speech.	Maintains eye contact when spoken to or speaking.	Replies to conversational questions inappropriately.	Replies to conversational questions appropriately.	Performs behav./tasks designated by verbal instructions when given directly to individual.	Follows directions when given to group.	Gets required materials (more than are necessary).	Gets required materials (only necessary amount or type) when asked.	Organizes materials comply wi direction
3.0	**4.0**	**5.0**	**6.0**	**7.0**	**8.0**	**9.0**	**10.0**	**11.0**	**12.0**	**13**

f front-clothing ist after emoves g to int.	Pulls off front-opened clothing over forearm after clothing removed to that point.	Pulls off front-opened clothing over elbow after clothing removed to that point.	Pulls off front-opened clothing over shoulder after clothing removed to that point.	Pulls off front-opened clothing over back after clothing removed to that point.	Pulls off front-opened clothing from other arm after clothing removed to that point.	Pulls front-opened clothing off completely.	Partially opens 1 of 3 front fasteners (e.g., pushes button halfway through hole).	Opens 1 of 3 front fasteners --either unbuttons, unzips or unsnaps.	Pulls at untied lace and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pul oth gar ove adu to
blowing re with nostril.	Disposes of tissue or folds handkerchief and returns it to pocket.	Blows nose on request.	Uses tissue to blow nose when reminded.	Indicates need for handkerchief to blow nose.	Blows nose independently when necessary.	Covers mouth with tissue or hand when sneezing.	Uses tissue at all necessary times.				
up/ with	Rinses mouth out without swallowing water.	Expells water into sink.	Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	Replaces cap on toothpaste tube.	Replaces or disposes of cup.	Returns toothbrush, paste to designated container/ location.	Uses proper amount of toothpaste.	Uses proper brushing strokes.	Bru mea des tim
to eyes, feet on person.	Points to body parts listed in #5,6,8 on other person. Points to my chin, your chin.	Points to own property (e.g., desk, chair, clothing, pencils, books, crayons, toys).	Tells own sex.	Draws picture of own face/ whole body w/ proportional body parts in correct places.	Tells own first and last name.	Tells own age.	Names siblings.	Categorizes family members in correct sex group (e.g., says mommy is girl, not boy).	Tells names of friends, members of class, aunts, uncles, cousins, etc.	Tells month of birth.	Tel nam in
/pulls	Sits on/in, stands on/in object.	Sits under/ stands under object.	Explores density resistance, texture, temperature of wet objects/substances.	Points to area of body recently touched by another.	Matches thru tactile cues like objects that are big and small.	Matches through tactile cues like objects that are long and short.	Matches through tactile cues like objects that are straight and curved.	Matches through tactile cues like objects that are square and round.	Matches through tactile cues like obj. that are circular, triangular, rectangular shaped.	Matches through tactile cues like objects that are flat/ thin and wide/ fat.	Mat tac lik tha and
es physi-estures word or e paired at ges-s spoken.	Matches environmental sounds --chooses from group the sound similar to one presented.	Sorts environmental sounds into groups without identifying class.	Points to specific source of sound when typical sound of that object is made.	Identifies sounds as near or far, up or down.	Responds appropriately to sound patterns associated with various activities.	Identifies sounds, words just spoken.	Identifies loud and soft sounds.	Identifies different notes as being high or low sounds.	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Re no
s dangling on string et away eyes	Fixates eyes on object/picture for 10 seconds.	Extends fingers.	Reaches to midline of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and fingers extended.	Grasps rattle, finger, etc., with one hand.	Reaches toward object(s).	Moves hands together (in unison) as in clapping.	Leaves hands predominantly open.	Squeezes items placed in hand.	Us in me ob
five-bridge.	Cuts out pictures following general shape.	Cuts across paper following straight line/ curved line.	Cuts out small square/triangle/ circle.	Cuts fringe.	Winds thread on spool evenly.	Sharpens pencil.	Folds paper in half with edges meeting.	Cuts cloth with scissors.	Cuts out complex pictures following outlines.	Places key in lock and opens lock.	Th st ne
rts self tended s.	Sits if supported by pillow, chair, etc.	Uses arms to raise trunk from stomach position.	Shifts weight on extended arms to reach. Reaches to one side.	Pulls self to sitting position & sits alone w/out aid for 10 sec./30 sec./1 minute.	Bounces up and down in sitting position.	Rocks back and forth (e.g., in rocking chair).	Rolls from back to side to stomach using arms for thrust.	Creeps reciprocally from stomach position.	Assumes crawling position. Crawls on hands and knees using random movement.	Pulls self to standing position. Stands with support.	Cr bo ge kn ((ra
nts to	Performs complete somersault.	Maintains momentum on swing.	Rides tricycle.	Gallops forward and backward.	Runs a 20-foot distance, breaking stride and rhythm.	Runs through an obstacle course avoiding objects/persons in path.	Walks 10 feet carrying an object which blocks view of floor.	Lifts torso from ground to complete one sit-up.	Walks 12 feet on 4-inch wide beam without stepping off.	Lifts body with knees on floor to complete one girl's push-up.	To wh po ou
ows ul of after ng.	Looks at mouth to get cues for sound production.	Blows and vocalizes in non-specific direction.	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower).	Blows in specified direction (e.g., straight out, to side).	Opens and closes mouth in imitation or on request.	Controls saliva. Prevents drooling.	Presses lips together in imitation or on request.	Purses or rounds lips in imitation or on request (e.g., kisses a doll).	Places teeth together in biting position on imitation or request.	Moves tongue past lip-line in any direction to outside of mouth.	Mo fl mo re pe
all diph-s w/m, p, form con-t-vowel nse bles.	Uses all diphthongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all diphthongs with t, d, k, g to form consonant-vowel nonsense syllables.	Uses m, p, b, t, d, k, g, h, w, hw in the initial position in one-syllable words.	Uses consonant sounds at left in the initial position in two-syllable words.	Uses all vowels with m, p, b to form vowel-consonant nonsense syllables.	Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables.	Uses m, p, b, t, d, k, g in the final position in one-syllable words.	Uses m, p, b, t, d, k, g in the final position in two-syllable words.	Uses all vowels with f and v to form consonant-vowel nonsense syllables.	Uses all vowels with f and v in initial position in one-syllable words.	Us wi fo co no sy
rms approp. when giv-step verbal nd using uns him, you, they.	Performs approp. action when given 1-step verbal command using pro nouns his, hers, yours, theirs.	Responds non-verbally (e.g., nods, points, shakes head) to concrete questions.	Responds correctly and non-verbally to physical state questions.	Points to common objects according to function (e.g., something to sleep on).	Points to or places object up, down.	Points to or places object on, in, out.	Points to or places object under, over.	Points to or places object on top, bottom.	Points to or places object by, beside, behind.	Points to or places object before, after.	Po pl at
pronouns y, mine.	Uses adjectives (e.g., good, big).	Uses noun with article (e.g., a dog, the car).	Uses noun with possessive (e.g., my dog, Daddy car).	Uses noun with quantifier (e.g., more candy, no car).	Uses noun with adjective (e.g., good dog, big car).	Uses noun with locator (e.g., there dog, here car).	Uses noun with demonstrator (e.g., this dog, that car).	Uses noun with identifier (e.g., it dog, it's a car).	Uses two-word predicate phrases (e.g., dog there, car broken).	Uses verb with noun (e.g., see dog, push car).	Us pr (e fa
required ials (more are sary).	Gets required materials (only necessary amount or type) when asked.	Organizes materials to comply with directions.	Distinguishes between messages that differ by noun or verb.	Answers specific questions based on spoken material.	Answers questions on material read aloud by self.	Correctly answers questions concerning message spoken less than one minute before.	Correctly answers questions concerning message spoken more than one minute before.	Distinguishes between messages that differ by ancillary parts of speech (articles, etc.)	Carries out 2 simple related successive commands but not in sequential order.	Carries out 2 simple related successive commands in order.	Ca si ec co in or

1.0 12.0 13.0 14.0 15.0 16.0 17.0 18.0 19.0 20.0 21.0

...lls at un-...ied lace and ...akes shoe ...ff.	Pulls at one lace to untie bow and takes shoe off.	Pulls pants & other pull-down garments off over feet after adult removes to that point.	Pulls pants down from ankles & over feet after pants removed to that point.	Pulls pants down from knees & over feet after pants removed to that point.	Pulls pants down from hips & over feet after pants removed to that point.	Pulls pants down completely from waist and over feet.	Pulls t-shirt, etc., up over head after adult removes t-shirt to that point.	Pulls t-shirt off of one arm and over head after shirt removed to that point.	Pulls t-shirt off of both arms and over head after shirt removed to that point.	...lls t-shirt off completely
Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brushes after meals or at designated times.	Obtains help when tooth hurts, cavity suspected, dental floss needed, etc.	Goes for teeth check-ups periodically.						
Tells names of friends, members of class, aunts, uncles, cousins, etc.	Tells month of birth.	Tells street name and town in address.	Tells father's and mother's first and last name.	Points to 25 of the following body parts: ear, eye, hand, leg, arm, chin, (See Booklet).	Tells parents' employer or place of work. Tells parents' occupations.	Tells house number, street, and town.	Recites telephone number.	Tells month and day of birth.	Points to own right and left hands/to right and left on others.	Uses left and right to direct others in concrete situation
Matches through tactile cues like obj. that are circular, triangular, rectangular shaped.	Matches through tactile cues like objects that are flat/thin and wide/fat.	Matches through tactile cues like objects that are wet and dry.	Matches through tactile cues like objects that are hot and cold.	Matches through tactile cues like objects that are sticky and non-adhesive.	Matches through tactile cues like objects that are hard and soft.	Matches through tactile cues like objects that are rough and smooth.	Matches through tactile cues like objects that are wrinkled/bumpy and smooth.	Matches through tactile cues like objects that are sharp and dull.	Matches through tactile cues like objects that are light and heavy.	Chooses through tactile cues small object on request from group of five objects.
Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.).	Repeats simple words.	Repeats nonsense words.	Identifies differences in unlike speech sounds--m, g, t, p--when in isolation.	Identifies differences in similar speech sounds--f, s, v, th--when in isolation.	Identifies where sound differences occur in words (e.g., initial, medial, final sounds).	Identifies initial sounds of words.	Identifies initial and final sounds of words.	Identifies initial, medial, and final sounds of words.	Repeats tapped rhythms.	Repeats melody
Leaves hands predominantly open.	Squeezes items placed in hand.	Uses fingers in gross movements to grasp objects.	Releases or drops objects from grasp.	Transfers objects from hand to hand.	Bangs together two objects held in hands.	Pulls jumbo pegs out of pegboard.	Uses thumb in opposition with all fingers to grasp.	Uses wrist in side-to-side movement (e.g., rings bell).	Places index finger in small hole.	Takes objects out of c...tain with one ...and.
Cuts out complex pictures following outlines.	Places key in lock and opens lock.	Threads standard-sized needle.	Locates up, down/in, on, out/under, over/top, bottom/by, beside/before a...ter/above, below, etc.	Matches six colors/over six colors.	Matches objects of various shades from dark to light.	Matches objects of various intensities from bright to dull.	Finds target object from pictured group of grossly different objects.	Finds target object from pictured group of similar objects.	Points to specified object to left/to right.	Finds two objects in pictu... and connects them with a line.
Assumes crawling position. Crawls on hands and knees using random movement.	Pulls self to standing position. Stands with support.	Crawls using both hands together, both knees together (i.e., like a rabbit hop).	Crawls reciprocally using rt. hand & left knee together, left hand & rt. knee together.	Takes simple stepping movements with aid.	Sits down from standing position with aid.	Rolls a large ball when seated on floor.	Uses smooth stepping movements to walk with aid (hands held by adult).	Stands alone without aid. Stands from sitting or lying position.	Walks forward alone.	Pushes and pulls doors open and closed.
Walks 12 feet on 4-inch wide beam without stepping off.	Lifts body with knees on floor to complete one girl's push-up.	Touches toes while in sitting position, legs outstretched.	Lifts body from floor to complete one boy's push-up.	Walks up and down stairs carrying a breakable object.	Hops 3-foot/5-foot/15-foot distance on one foot.	Hangs from bar using overhead grip for 5 seconds.	Hangs from laddered bars and swings across.	Strikes with bat a large stationary ball/large rolled ball/lg. bounced ball.	Strikes w/hand a large ball thrown from 5 feet/strikes w/bat ball thrown from 5 feet.	Propels, rides and steers a wagon.
Places teeth together in biting position on imitation or request.	Moves tongue past lip-line in any direction to outside of mouth.	Moves tongue flat out of mouth in relaxed position.	Points tongue straight out of mouth in tensed position.	Points tongue up and down with aid of lips to give direction.	Points tongue up and down without aid of lips to give direction.	Points tongue side to side with aid of lips to give direction.	Points tongue side to side without aid of lips to give direction.	Licks upper lip with one continuous lick keeping tongue on lip at all times.	Licks lower lip with one continuous lick keeping tongue on lip at all times.	Licks upper li... with short, staccato movements.
Uses all vowels with f and v to form consonant-vowel nonsense syllables.	Uses all vowels with f and v in initial position in one-syllable words.	Uses all vowels with f and v to form vowel-consonant nonsense syllables.	Uses f and v in final position in one-syllable words.	Uses f and v in initial and final position in two-syllable words.	Uses all vowels and consonants at left in medial position in two-syllable words.	Uses all vowels & consonants at left in medial position in three-syllable words.	Uses all vowels with s, z, zh, sh, ch, th, to form consonant-vowel nonsense syllables.	Uses all vowels w/s, z, zh, sh, ch, th in initial position in one-syllable words.	Uses all vowels w/s, z, zh, sh, ch, th to form vowel-consonant nonsense syllables.	Uses s, z, zh, sh, ch, th in final position in one-syllabl... words.
Points to or places object by, beside, behind.	Points to or places object before, after.	Points to or places object above, below.	Points to or places object in front, back.	Points to or places object around, through.	Points to person/object connected with own school on request.	Points to person/object connected with own neighborhood or community on request.	Responds correctly & nonverbally to questions concerning abstracts or concepts.	Answers specific questions based on spoken material.	Chooses main ideas from spoken material.	
Uses two-word predicate phrases (e.g., dog there, car broken).	Uses verb with noun (e.g., see dog, push car).	Uses verb with preposition (e.g., go up, fall down).	Uses verb with noun (e.g., dog see, car go).	Uses two-word fragments with locators/with prepositions/with negatives/with conjunction.	Uses two-word stereotyped phrases (e.g., don't cry, be careful).	Uses pronouns I, him, he, his, her, she, hers, you, yours appropriately.	Combines article, possessive, quantifier and/or adjective w/noun to form 3-word noun phrases.	Combines article, possessive, quantifier and/or adjective w/noun to form 4-word noun phrases.	Combines locator, demonstrator or identifier with noun phrase.	Uses predicate phrases with noun phrases (e.g., my dog there).
Carries out 2 simple related successive commands but not in sequential order.	Carries out 2 simple related successive commands in order.	Carries out 2 simple unrelated successive commands but not in sequential order.	Carries out 2 simple unrelated successive commands in order.	Carries out 3 related successive commands but not in sequential order.	Carries out 3 related successive commands in given order.	Carries out 4 related successive commands but not in sequential order.	Carries out 4 related successive commands in given order.	Carries out 3 unrelated successive commands but not in sequential order.	Carries out 3 unrelated successive commands in given order.	Carries out 4 unrelated suc... cessive commands but not in sequential order.
20.0	**21.0**	**22.0**	**23.0**	**24.0**	**25.0**	**26.0**	**27.0**	**28.0**	**29.0**	**30.0**

	off completely.	Opens two of three front fasteners.		unzips and unsnaps.	clothing when told to do so.	fasten and/or take off ties, belts, sashes, bows, watches, jewelry.	small or on back or side of garment. Opens safety pins.	times without being reminded (e.g., at night, before shower).	(e.g., socks, pants, shirts, etc.).	hanger.	
	Uses left and right to direct others in concrete situation.	Names 25 body parts (See #24 in Booklet)/ 35 body parts.	Tells hobbies, interests.	Tells number, street, city, state, zip code in address.	Tells how 25 body parts are related to one another.	Tells birthplace (state).	Tells month, day, year of birth.	Tells city/ town of birth.	Points to objects in front of, behind, beside self.	Points to objects to the left/to the right of self.	
	Chooses through tactile cues small object on request from group of five objects.	Chooses through tactile cues long/short object on request from group of five objects.	Chooses through tactile cues straight/curved object on request from group of five objects.	Chooses through tactile cues square/round object on request from group of 5 obj.	Chooses through tactile cues triangular/rectangular/diamond shaped obj. from group of 5 obj.	Chooses through tactile cues flat/thin/wide/fat object on request from group of 5 obj.	Chooses through tactile cues wet/dry object on request from group of 5 objects.	Chooses through tactile cues hot/cold object on request from group of five objects.	Chooses through tactile cues sticky/non-adhesive object on request from group of 5 obj.	Chooses through tactile cues hard/soft object on request from group of five objects.	
	Repeats melody.	Identifies component sounds of words. (P/ă/t).	Identifies consonant sounds of a spoken word.	Identifies vowel sounds of a spoken word.	Identifies consonant blends of separate letters (e.g., b + l = bl).	Identifies number of sounds per blend (e.g., 2 sounds in bl).	Identifies number of sounds per word.	Identifies order of sounds in word.	Identifies fine differences in words (e.g., bat and bad).	Identifies and forms words that rhyme.	
	Takes objects out of container with one hand.	Squeezes object in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Picks up small objects between thumb and index finger.	Reaches across midline of body using thumb and index finger to pick up objects.	Builds tower of two blocks.	Places round object in round hole.	Builds tower of 3-4 blocks.	
	Finds two objects in picture and connects them with a line.	Makes fine discriminations in size--to the 1/2 inch.	Makes discriminations in size to the 1/4 inch.	Makes discriminations in size to the 1/8 inch.	Identifies missing or incongruous element of picture.	Identifies look-alike words correctly.	Puts together complex puzzles.	Strings small beads reproducing color and shape sequence.	Scans horizontal line of objects left to right.	Reproduces number, direction and color of pegboard design.	
	Pushes and pulls doors open and closed.	Climbs onto chair/onto small wheel toy.	Walks backward for 3 feet/ sideways for 3 feet.	Completes a sideways (log) roll.	Walks up and down stairs using rail, both feet on each step/without rail.	Runs a distance of 10 feet.	Tosses a large ball with both hands underhand.	Kicks a large stationary ball without falling.	Begins a simple somersault.	Walks up and down a 15-degree incline.	
	Propels, rides and steers a wagon.	Rides bicycle with training wheels.	Maintains chin-up position while hanging on bar for 5 seconds.	Jumps over 6-inch high rope, feet together.	Hops on each foot two times in place.	Throws small ball 25 feet using cross-lateral shift of body weight.	Runs 50-yard dash within 10 seconds.	Strikes with bat a small ball thrown from 5 feet.	Stands up within 5 seconds after lying on back without losing balance.	Runs up to and kicks a large moving ball.	
	Licks upper lip with short, staccato movements.	Licks lower lip with short, staccato movements.	Places lower lip under upper teeth.	Places teeth/ jaws in partially opened position.	Places tongue between teeth.	Places tongue behind upper teeth.	Places tongue against roof of mouth.	Maintains closed mouth position except for eating, drinking, talking, etc.	Imitates speech movements without sound production.	Cries using sounds that change in pitch to indicate change in bodily state.	
	Uses s, z, zh, sh, ch, th in final position in one-syllable words.	Uses s, z, zh, sh, ch, th in initial and final position in two-syllable words.	Uses all vowels w/n, r, l, j, y to form consonant-vowel nonsense syllables.	Uses all vowels with n, r, l, j, y in initial position in one-syllable words.	Uses all vowels with n, ng, r, l, j, y to form vowel-consonant nonsense syllables.	Uses n, ng, r, l, j, y in final position in one-syllable words.	Uses n, ng, r, l, j, y in initial and final position in two-syllable words.	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y, in medial position in one-syllable words.	Uses s, z, zh, sh, ch, th, n, ng, r, l, j, y in medial position in two-syllable words.	Uses all consonant and vowel sounds in all positions within one-syllable words.	
	Uses predicate phrases with noun phrases (e.g., my dog there).	Uses verb with noun phrase (e.g., see the big dog, ride in a car).	Uses three- and four-word stereotyped phrases (e.g., reach the top).	Uses noun plurals (e.g., dogs). Uses verb plurals (e.g., runs, goes).	Uses pivot verb "is" to form kernel sentences (e.g., it is a dog).	Combines noun phrase and verb phrase to form kernel sentences (e.g., I see a dog).	Asks questions using "is" and "have" forms (e.g., is that a dog?).	Asks questions using "wh" (e.g., where is the dog?).	Uses negatives in sentences. Uses contractions.	Uses conjunctions in sentences.	
	Carries out 4 unrelated successive commands but not in sequential order.	Carries out 4 unrelated successive commands in given order.	Carries out more than 4 commands in specified order.	Rephrases what happened in story previously read by another.	Rephrases others' comments in a discussion.	Does task implied--not specifically stated--in spoken message.	Distinguishes between spoken messages differing only in tone.	Chooses previously specified details from spoken material.	Makes facial expressions appropriate to spoken material.	Uses posture appropriate for relationship to speaker.	

29.0 30.0 31.0 32.0 33.0 34.0 35.0 36.0 37.0 38.0 39.0

...ut ...s, ...ts,	...clothing on hook and/or hanger.	Puts soiled clothing in designated place.	Folds clothing down middle.	Folds clothing more than once.	Puts clean clothing in designated place (e.g., drawer, closet).						
...side	Points to objects to the left/to the right of self.	Locates self in relation to other objects.	Tells how 35 body parts function (e.g., elbow bends, heart pumps).	Uses left or right to direct other in abstract situation.	Tells height and weight.	Tells schooling information. Tells job experience.	Tells parents' birth places.	Tells or locates drivers license number/social security number.	Tells credentials, licenses, training certificates, awards held.	Tells references, names, and addresses.	Discus... streng... weakne...
...rough ...es ...ject ... from ... obj.	Chooses through tactile cues hard/soft object on request from group of five objects.	Chooses thru tactile cues rough/bumpy/wrinkled/smooth obj. on request from group of 5 obj.	Chooses through tactile cues sharp/dull object on request from group of 5 obj.	Chooses through tactile cues light/heavy object on request from group of five objects.	Chooses through smell and taste cues (e.g., using blindfold) sweet substances or objects.	Chooses through smell and taste cues burnt substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.		
... fine ... in ..., ...d).	Identifies and forms words that rhyme.	Repeats set of like symbols (e.g., 1, 5, 9, 8; dog, cat, boy).	Tells recently told story maintaining original sequence.	Repeats poem just spoken.	Recalls story recited in past (e.g., one period, one day, last year).	Repeats set of symbols backwards (e.g., digits, letters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronunciation when reading aloud.		
...nd ...	Builds tower of 3-4 blocks.	Builds tower of 5-6 blocks.	Strings large beads.	Rolls clay into snake shape.	Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.	Matches like objects.	Matches the three primary colors--red, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles, squares, triangles, diamonds.	Matche... at lef... proper... on for...
...Front- ...ft	Reproduces number, direction and color of pegboard design.	Makes fine visual discriminations--matches letters that look very similar.	Copies-from model-letters, numbers in correct sequence.	Reproduces previously viewed letters, numbers in correct sequence.	Reproduces previously viewed complex pattern /design correctly.	Reports dominant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 objects after 10-second exposure when more than one minute has elapsed	Recall... object... 10-sec... exposu...
...simple ...	Walks up and down a 15-degree incline.	Stands on one foot holding support.	Climbs up and down ladder one rung at a time.	Bends over to pick up objects without falling.	Squats, maintaining balance.	Walks 10 feet pushing and pulling a wagon type object.	Catches a large ball thrown from 5 feet by pushing it with arms against body.	Jumps from bottom step (12 inches high) feet together.	Stands on tiptoe for 10 seconds.	Walks two steps on 4-inch wide paper line/on 4-inch wide beam.	Walks ... diamet... stayin... path.
...with- ...ds ...g on ...ut ...ance.	Runs up to and kicks a large moving ball.	Jumps over 15-inch high rope, feet together.	Jumps or skips rope.	Leaps over objects in obstacle course.	Rides standard-sized bicycle.	Catches a small ball thrown from 20 feet.	Throws a small ball 50 feet.	Jumps forward 5-foot distance, feet together/ backward 5-foot distance, feet together.	Skips using alternate feet forward/backward. Completes 10 jumping jacks.	Floats in water. Swims using arms and legs.	Partic... activ... team ... requi... varie...
...peech ...with- ...pro-	Cries using sounds that change in pitch to indicate change in bodily state.	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts).	Makes any vowel-like sound.	Makes any vowel-like sound with high-low or up-down inflection.	Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga).	Makes consonant and vowel sound with inflection.	Imitates sounds without meaning.	Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo).	Uses meaningless syllables (jargon speech) as though they were meaningful).	Uses one-syllable sound for an object/ person (e.g., wa for water).	Uses ... syllab... for a... person... wa-wa... water...
... zh, ..., n, ..., j, y ... posi- ...wo-syl- ...ds.	Uses all consonant and vowel sounds in all positions within one-syllable words.	Uses all consonant and vowel sounds in all positions within two-syllable words.	Uses all consonant and vowel sounds in all positions within three-syllable words.	Uses all consonant and vowel sounds in all positions within four-syllable words.	Accents two- and three-syllable words on correct syllable.	Uses all consonant and vowel sounds in phrases.	Uses all consonant and vowel sounds in sentences.	Uses all consonant and vowel sounds in spontaneous speech w/75% intelligibility.	Uses all consonant and vowel sounds in spontaneous speech w/100% intelligibility.	Says all sounds in up to four-syllable words with 100% intelligibility.	
...tives ...ces. ...rac-	Uses conjunctions in sentences.	Uses infinitive verb forms in sentences.	Uses auxiliary verbs "am", "is", "are" with present participle.	Carries on a conversation. Initiates conversation.	Describes action in a picture using the present tense.	Uses past tense by adding "ed" to verb (e.g., skipped, jumped).	Uses past participle to form past tense (e.g., he ran to the car).	Uses verb "have" to form past tense (e.g., he has run far).	Uses "will" to form future tense (e.g., he will run far)	Describes events of past and future experience in logical, sequential order.	Uses ... sente... taini... than ... claus...
...ial ex- ... appro- ...terial.	Uses posture appropriate for relationship to speaker.										

...0 39.0 40.0 41.0 42.0 43.0 44.0 45.0 46.0 47.0 48.0 4...

de- ace ner,								
nt	Tells schooling information. Tells job experience.	Tells parents' birth places.	Tells or locates drivers license number/social security number.	Tells credentials, licenses, training certificates, awards held.	Tells references, names, and addresses.	Discusses own strengths and weaknesses.	Discusses own hierarchy of values (e.g., honesty, appearance, intelligence, etc.)	
rough taste , us- old) tan- ects.	Chooses through smell and taste cues burnt substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.				
ory past per- ay,	Repeats set of symbols backwards (e.g., digits, letters, words).	Recalls poem recited in past.	Repeats set of mixed symbols (e.g., X, Q, 3, dog).	Corrects own mispronunciation when reading aloud.				
in otion and ids, nobs,	Matches like objects.	Matches the three primary colors--red, blue, yellow.	Matches long and short objects.	Matches big and little objects.	Matches circles, squares, triangles, diamonds.	Matches shapes at left to proper holes on formboard.	Puts together simple puzzles.	
prev- wed ttern or-	Reports dominant object in visual field as such.	Identifies whole object/ design when part viewed.	Reports whole picture as well as details.	Recalls three objects after 10-second exposure.	Recalls 3 objects after 10-second exposure when more than one minute has elapsed	Recalls five objects after 10-second exposure.	Recalls ten objects after 10-second exposure.	
ng	Walks 10 feet pushing and pulling a wagon type object.	Catches a large ball thrown from 5 feet by pushing it with arms against body.	Jumps from bottom step (12 inches high) feet together.	Stands on tiptoe for 10 seconds.	Walks two steps on 4-inch wide paper line/on 4-inch wide beam.	Walks 20-foot diameter circle staying on path.	Walks up and down stairs using rail, alternate feet/ without rail.	
ndard- ycle.	Catches a small ball thrown from 20 feet.	Throws a small ball 50 feet.	Jumps forward 5-foot distance, feet together/ backward 5-foot distance, feet together.	Skips using alternate feet forward/backward. Completes 10 jumping jacks.	Floats in water. Swims using arms and legs.	Participates actively in team sports requiring varied skills.	Performs gymnastic feats (e.g., backward roll, head stand, backbend, cartwheel, etc.)	
y re- vowel nant r and	Makes consonant and vowel sound with inflection.	Imitates sounds without meaning.	Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo).	Uses meaningless syllables (jargon speech) as though they were meaningful).	Uses one-syllable sound for an object/ person (e.g., wa for water).	Uses a two-syllable sound for an object/ person (e.g., wa-wa for water).	Says first intelligible, spontaneous word.	
wo- -syl- ds on	Uses all consonant and vowel sounds in phrases.	Uses all consonant and vowel sounds in sentences.	Uses all consonant and vowel sounds in spontaneous speech w/75% intelligibility.	Uses all consonant and vowel sounds in spontaneous speech w/100% intelligibility.	Says all sounds in up to four-syllable words with 100% intelligibility.			
a sing nt	Uses past tense by adding "ed" to verb (e.g., skipped, jumped).	Uses past participle to form past tense (e.g., he ran to the car).	Uses verb "have" to form past tense (e.g., he has run far).	Uses "will" to form future tense (e.g., he will run far)	Describes events of past and future experience in logical, sequential order.	Uses compound sentences containing more than one main clause.	Uses complex sentences with one main clause and one or more subordinate clauses.	

.0 44.0 45.0 46.0 47.0 48.0 49.0 50.0

MOTOR II | ting changes O Visually rotates object, picture, word, design O Fixates on visual detail to exclusion of whole O Copies from model incorrectly | on top to stick

DESCRIPTION OF THE BCP

THE BEHAVIORAL CHARACTERISTICS PROGRESSION (BCP) IS PART OF SANTA CRUZ COUNTY'S SPECIAL EDUCATION MANAGEMENT PROJECT FUNDED UNDER E.H.A. TITLE VI-B AND E.S.E.A. TITLE III. WITHIN THIS PROJECT, THE BCP SERVES AS THE MAJOR ASSESSMENT, INSTRUCTIONAL AND COMMUNICATION TOOL. AS AN ASSESSMENT TOOL, THE BCP PROVIDES THE TEACHER AND/OR DIAGNOSTICIAN WITH A COMPREHENSIVE CHART OF PUPIL BEHAVIORS TO ASSIST IN IDENTIFYING WHICH BEHAVIORAL CHARACTERISTICS A PUPIL DISPLAYS AND WHICH HE DOES NOT. AS AN INSTRUCTIONAL TOOL, THE BCP AIDS THE SPECIAL EDUCATION TEACHER IN DEVELOPING INDIVIDUALIZED AND APPROPRIATE LEARNER OBJECTIVES FOR EACH PUPIL. AS A COMMUNICATION TOOL, THE BCP OFFERS A HISTORICAL RECORDING DEVICE WHICH CAN BE USED THROUGHOUT THE SCHOOLING OF THE PUPIL TO DISPLAY HIS PROGRESS AND TO HELP COMMUNICATE THIS INFORMATION TO ALL THOSE CONCERNED WITH THE PUPIL'S EDUCATIONAL PROGRAM.

THE BEHAVIORAL CHARACTERISTICS PROGRESSION IS A NONSTANDARDIZED CONTINUUM OF BEHAVIORS IN CHART FORM. IT CONTAINS 2400 OBSERVABLE TRAITS REFERRED TO AS BEHAVIORAL CHARACTERISTICS. AGES AND LABELS HAVE BEEN DISCARDED AND BEHAVIORAL CHARACTERISTICS HAVE BEEN GROUPED INTO CATEGORIES OF BEHAVIOR CALLED BEHAVIORAL STRANDS. BEHAVIORAL STRANDS GENERALLY BEGIN AT # 1.0 ON THE BCP WITH THE MOST PRIMARY CHARACTERISTICS AND PROGRESS TOWARD MORE COMPLEX CHARACTERISTICS. THE STRANDS GENERALLY END AT # 50.0 WITH CHARACTERISTICS WHICH APPROXIMATE WHAT SOCIETY CONSIDERS "APPROPRIATE" OR "ACCEPTABLE" ADULT BEHAVIORS. THE BCP HAS IDENTIFYING BEHAVIORS DESCRIBING SOME OF THE HANDICAPPING BEHAVIORS WHICH MENTALLY AND BEHAVIORALLY EXCEPTIONAL CHILDREN MIGHT DISPLAY IN EACH OF THE BEHAVIORAL STRANDS. THESE IDENTIFYING BEHAVIORS ASSIST THE TEACHER IN FOCUSING ON THE BASIC NEED AREAS OF THE PUPIL AND IN DETERMINING PRIORITIES OF LEARNER OBJECTIVES.

THE COLUMNS ARE NUMBERED ACROSS THE TOP OF THE BCP CHART BUT MAY NOT REFLECT EXACT DEVELOPMENTAL SEQUENCING OR SPACING. THOSE WHO TEACH EXCEPTIONAL PUPILS KNOW THAT ALL CHILDREN DO NOT FOLLOW THE SAME DEVELOPMENTAL SEQUENCE. THE DEVELOPMENTAL TIME BETWEEN INCREMENTS # 15.0 AND # 16.0 ON ONE STRAND MAY VARY FROM THE TIME BETWEEN THE SAME INCREMENTS ON ANOTHER STRAND OR FOR INCREMENTS # 16.0 AND # 17.0 ON THE SAME STRAND. THE NUMBERING SYSTEM IS USED PRIMARILY TO ASSIST IN LOCATION OF CHARACTERISTICS AND ALSO TO DENOTE THAT # 15.1, # 15.2, # 15.3, ETC., CAN BE ADDED BY THE TEACHER IF IT IS DETERMINED THAT THERE ARE BEHAVIORAL STEPS BETWEEN # 15.0 AND # 16.0 NOT PRESENTLY INCLUDED IN THE BCP.

THE BCP IS A GUIDE FOR SPECIAL EDUCATORS; IT IS A NONSTANDARDIZED, CRITERION-REFERENCED TOOL. IF THE BCP SHOULD BE STANDARDIZED IN THE FUTURE, THE PURPOSE WILL BE TO INCREASE THE RELIABILITY OF ITS CONTENT AND SEQUENCE, NOT TO DEVELOP NORMS FOR EACH BEHAVIORAL CHARACTERISTIC. THEREFORE USE OF THE BCP SHOULD NOT PRECLUDE GATHERING DATA ON A PUPIL THROUGH NORMATIVE TESTING WITH THE W.I.S.C., THE STANFORD BINET, THE I.T.P.A. AND OTHER SUCH TESTS.

BCP Procedures

PRELIMINARY PREPARATION

1.0 Print the pupil's name in the space provided at the top of his BCP chart(s). Do this for all pupils to be assessed.

2.0 Study the BCP charts to become familiar with the content of each. BCP 1-22 contains the self-help, perceptual-motor and language

6.0 Decide who will be available to aid in is capable of doing the BCP assessment speech, physical and occupational ther school psychologists be consulted to d willing to assist in their respective therapists have been found to be espec Pre-Articulation and Articulation stra offering guidance concerning observati Language Comprehension, Language Devel (Strands 13, 20, 21, 22). Physical ar often willing to assess pupils in the Equipment Use, Swimming and Posture s Nurses are helpful in the assessment o strands as well as the self-help stra psychologists can offer assistance in tested (e.g., Visual-Motor I & II str Bender-Gestalt, Interpersonal Relatio Vineland Social Maturity Scale [Stran be noted that the pupil himself might assessment. Teachers of high school the pupil reagarding which behavioral not display. Teacher observation is self-perceptions that might be inaccu

7.0 Determine at which behavioral charact observation of the pupil should begin more advanced pupil, it is not necess suggested that the teacher approximat and begin observation at this point. whether a pupil does or does not disp however, he should be observed for it

8.0 Establish an observation schedule for nurses, psychologists, and other obse assess pupil behavior. The schedule recess, naps, toileting, bus loading, instructional periods. The following

8.1 On what days will observation 10/6/72).

8.2 Who will observe (e.g., the t

8.3 What strand(s) will be observ Drinking, Social Eating, Soci Interpersonal Relations, Kito 15, 25, 30, 31, 43, respecti

8.4 Which pupil(s) will be obser including...).

8.5 During what time period will lunch time: 11:30-12:45).

It is suggested that a schedule such for each day of observations and pos advance preparation done by those as will be required for pupil observati

9.0 Determine what materials/activities/ day's observations. In an attempt t utilizing whatever equipment they ha materials are offered with the BCP.

Time spent in observation may be les observer watches for many behavioral

with definite crease.	scissors.	ball.	needle through wide hole.	beads.	pegs in holes on board.	on one side of paper and turns	of nine blocks or more	block bridge.	pictures	paper foll

NEED AREAS OF THE PUPIL AND IN DEVELOPING INDIVIDUAL

THE COLUMNS ARE NUMBERED ACROSS THE TOP OF THE BCP CHART BUT MAY NOT REFLECT EXACT DEVELOPMENTAL SEQUENCING OR SPACING. THOSE WHO TEACH EXCEPTIONAL PUPILS KNOW THAT ALL CHILDREN DO NOT FOLLOW THE SAME DEVELOPMENTAL SEQUENCE. THE DEVELOPMENTAL TIME BETWEEN INCREMENTS # 15.0 AND # 16.0 ON ONE STRAND MAY VARY FROM THE TIME BETWEEN THE SAME INCREMENTS ON ANOTHER STRAND OR FOR INCREMENTS # 16.0 AND # 17.0 ON THE SAME STRAND. THE NUMBERING SYSTEM IS USED PRIMARILY TO ASSIST IN LOCATION OF CHARACTERISTICS AND ALSO TO DENOTE THAT # 15.1, # 15.2, # 15.3, ETC., CAN BE ADDED BY THE TEACHER IF IT IS DETERMINED THAT THERE ARE BEHAVIORAL STEPS BETWEEN # 15.0 AND # 16.0 NOT PRESENTLY INCLUDED IN THE BCP.

THE BCP IS A GUIDE FOR SPECIAL EDUCATORS; IT IS A NONSTANDARDIZED, CRITERION-REFERENCED TOOL. IF THE BCP SHOULD BE STANDARDIZED IN THE FUTURE, THE PURPOSE WILL BE TO INCREASE THE RELIABILITY OF ITS CONTENT AND SEQUENCE, NOT TO DEVELOP NORMS FOR EACH BEHAVIORAL CHARACTERISTIC. THEREFORE, USE OF THE BCP SHOULD NOT PRECLUDE GATHERING DATA ON A PUPIL THROUGH NORMATIVE TESTING WITH THE W.I.S.C., THE STANFORD BINET, THE I.T.P.A. AND OTHER SUCH TESTS.

BCP Procedures

PRELIMINARY PREPARATION

1.0 Print the pupil's name in the space provided at the top of his BCP chart(s). Do this for all pupils to be assessed.

2.0 Study the BCP charts to become familiar with the content of each. BCP 1-22 contains the self-help, perceptual-motor and language strands. BCP 23-45 contains social, academic, recreational, vocational strands. BCP 46-59 contains strands particularly appropriate for the deaf, blind and orthopedically handicapped.

3.0 Study the Identifying Behaviors on the BCP charts to determine which of these problem behaviors the pupil displays. If desired, color those circles which precede Identifying Behaviors descriptive of the pupil. Use of a light-colored felt-tipped pen is suggested for this purpose.

4.0 Choose strands from the BCP charts which are most important for each pupil's assessment. The number and severity of Identifying Behaviors colored per strand (Step 3.0) can assist the teacher in making this choice.

As few as one or two strands may be chosen or as many as twenty-five or thirty. The number of strands as well as the specific strands chosen may vary with each pupil in the class. Such a choice depends upon the pupil's needs, the amount of time available for observation, the number of people participating in the pupil assessment and the number of pupils in the class.

It should be noted that the greater the number of strands a pupil is assessed on, the more complete picture the teacher will have of his educational needs.

5.0 Assign each pupil being assessed in the class to a column in the BCP Observation Booklet. To do so, enter each pupil's name or initials above one of the numbers (1-6) on each booklet page. Since not all pupils will be assessed in all fifty-nine strands, only enter the name on pages corresponding to strands in which the pupil will be assessed. If more than six pupils will be observed on a given behavioral strand, additional BCP Observation Booklets or pages will be required. See example booklet page following Step 13.0.

however, he should be observed

8.0 Establish an observation schedul
nurses, psychologists, and other
assess pupil behavior. The sche
recess, naps, toileting, bus loa
instructional periods. The foll

8.1 On what days will observ
10/6/72).
8.2 Who will observe (e.g.,
8.3 What strand(s) will be o
Drinking, Social Eating,
Interpersonal Relations,
15, 25, 30, 31, 43, resp
8.4 Which pupil(s) will be
including...).
8.5 During what time period
lunch time: 11:30-12:45)

It is suggested that a schedule
for each day of observations and
advance preparation done by thos
will be required for pupil obser

9.0 Determine what materials/activit
day's observations. In an attem
utilizing whatever equipment the
materials are offered with the B

Time spent in observation may be
observer watches for many behavi
using the same equipment. For e
can observe all the following ch
open box:

- Grasps rattle, finger, etc
Increment #17.0)
- Reaches toward object (Visu
- Squeezes items placed in h
- Releases or drops objects
- Transfers objects from hand
- Puts object in container w
- Builds tower of 2 blocks (
- Builds tower of 3-4 blocks
- Builds tower of 5-6 blocks
- Builds tower of 9 blocks o
- Builds 5-block bridge (Visu

Observing behavioral characteris
offered in the booklet is recomme
organized in the same sequence a
of information from booklet to c
order of observation.

10.0 Set up observation materials/situ
to be an observation tool, not a
behavioral characteristics on the
pupils in a school program over
assessment must generally be comp
many behaviors must be actively
be asked to demonstrate behavior
the daily school program. Teache
attempt to make all directions u

ridge.	pictures following	paper following straight line/	square/triangle/ circle.		on spool evenly.		in half with edges meeting.	with scissors.	complex pictures following	lock and opens lock	sta

6.0 Decide who will be available to aid in pupil observations. A teacher is capable of doing the BCP assessment alone, but it is suggested that speech, physical and occupational therapists, school nurses, and school psychologists be consulted to determine whether they would be willing to assist in their respective areas of expertise. Speech therapists have been found to be especially helpful in assessing the Pre-Articulation and Articulation strands (Strands 18, 19, 58, 59) and in offering guidance concerning observation of the Auditory Perception, Language Comprehension, Language Development, and Listening strands (Strands 13, 20, 21, 22). Physical and Occupational therapists are often willing to assess pupils in the Wheelchair Use, Orthopedic Equipment Use, Swimming and Posture strands (Strands 53, 54, 55, 56). Nurses are helpful in the assessment of the Health and Posture strands as well as the self-help strands (Strands 1, 56, 57). School psychologists can offer assistance in areas which they have previously tested (e.g., Visual-Motor I & II strands as tested by the Frostig or Bender-Gestalt, Interpersonal Relations strand as tested by the Vineland Social Maturity Scale [Strands 14, 15, 25]). It should also be noted that the pupil himself might be able to assist in his BCP assessment. Teachers of high school aged pupils often confer with the pupil reagarding which behavioral characteristics he does or does not display. Teacher observation is still encouraged to verify pupil self-perceptions that might be inaccurate.

7.0 Determine at which behavioral characteristic on the BCP chart observation of the pupil should begin. In observing an older or more advanced pupil, it is not necessary to begin at #1.0. It is suggested that the teacher approximate the pupil's behavioral level and begin observation at this point. If there is any doubt as to whether a pupil does or does not display a behavioral characteristic, however, he should be observed for it.

8.0 Establish an observation schedule for all teachers, aides, therapists, nurses, psychologists, and other observers whose input will be used to assess pupil behavior. The schedule should include observation during recess, naps, toileting, bus loading, and meal times as well as during instructional periods. The following decisions should be made:

- 8.1 On what days will observation take place (e.g., 9/25/72 to 10/6/72).
- 8.2 Who will observe (e.g., the teacher).
- 8.3 What strand(s) will be observed (e.g., Feeding/Eating, Drinking, Social Eating, Social Speech, Visual-Motor I & II, Interpersonal Relations, Kitchen Skills [Strands 3, 4, 14, 15, 25, 30, 31, 43, respectively]).
- 8.4 Which pupil(s) will be observed (e.g., class of ten pupils including...).
- 8.5 During what time period will observation take place (e.g., lunch time: 11:30-12:45).

It is suggested that a schedule such as the above sample be devised for each day of observations and posted in the classroom. The more advance preparation done by those assessing the pupil, the less time will be required for pupil observation.

9.0 Determine what materials/activities/situations will be needed for each day's observations. In an attempt to allow teachers flexibility in utilizing whatever equipment they have available to them, no standard materials are offered with the BCP.

Time spent in observation may be lessened considerably if the observer watches for many behavioral characteristics at one time using the same equipment. For example, at the same time the teacher

OBSERVATION AND RECORDING

11.0 Observe pupil behavior according to the established in Step 8.0. Offer the pupi display a given behavioral characterist istic to be considered part of the pupil it is suggested that he display it at l given the opportunity to do so. This m he is presented with the opportunity to at least three times. For example, a p and asked to build a tower (rocket, ta for him to be given credit for demonstr Motor I strand, "Builds a 5-6 block tow 5-block vertical structure three times. helpful to keep a tally in the BCP book offered and number of times behavior wa

The observer should understand that thi helps ensure that the behavior observed is part of the pupil's typical behavior confident that the pupil will display t varied situations or environments, with different times of the day or week. If dependability of a pupil's behavior, th opportunities to display the behavior o However, if the pupil's performance rem beneficial to the pupil and the teacher vatively. In this case, the pupil is n the behavioral characteristic.

The 75% incidence level is offered as a are certain behavioral strands (e.g., T or therapist might require nearly 100% is considered to have mastered the beha teacher may vary the required incidence

Time spent in observation can be reduce automatically gives the pupil credit fo istics if he already has demonstrated m same skills. For example, if the pupil (Visual Motor I, #40.0), he should also tower of 2 blocks" (Visual Motor I, #37. blocks" (Visual Motor I, #39.0).

12.0 Record behavioral characteristics on eac by marking the observation results for e column of the BCP Observation Booklet. characteristics as they are observed rat time or after school. This means that t the observer's possession and marked as throughout the day. Since older pupils observation booklet and might behave err they be informed of the assessment. The accustomed to the procedure. Following which might be used in recording observa the Personal Welfare strand, #4.0, "Boar

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It is suggested that a schedule such as the above sample be devised for each day of observations and posted in the classroom. The more advance preparation done by those assessing the pupil, the less time will be required for pupil observation.

9.0 Determine what materials/activities/situations will be needed for each day's observations. In an attempt to allow teachers flexibility in utilizing whatever equipment they have available to them, no standard materials are offered with the BCP.

Time spent in observation may be lessened considerably if the observer watches for many behavioral characteristics at one time using the same equipment. For example, at the same time the teacher can observe all the following characteristics using blocks and an open box:

- Grasps rattle, finger, etc., with one hand (Visual Motor I, Increment #17.0)
- Reaches toward object (Visual Motor I, #18.0)
- Squeezes items placed in hand (Visual Motor I, #21.0)
- Releases or drops objects from grasp (Visual Motor I, #23.0)
- Transfers objects from hand to hand (Visual Motor I, #24.0)
- Puts object in container with one hand (Visual Motor I, #32.0)
- Builds tower of 2 blocks (Visual Motor I, #37.0).
- Builds tower of 3-4 blocks (Visual Motor I, #39.0)
- Builds tower of 5-6 blocks (Visual Motor I, #40.0)
- Builds tower of 9 blocks or more (Visual Motor II, #10.0)
- Builds 5-block bridge (Visual Motor II, #11.0)

Observing behavioral characteristics out of the developmental sequence offered in the booklet is recommended. The Observation Booklet is organized in the same sequence as the chart only for ease in transfer of information from booklet to chart (Step 13.0), not to indicate order of observation.

10.0 Set up observation materials/situations/activities. The BCP is meant to be an observation tool, not a testing instrument. Most of the behavioral characteristics on the BCP are usually demonstrated by pupils in a school program over a year's time. However, since assessment must generally be completed within a given time frame, many behaviors must be actively elicited (tested for). Pupils will be asked to demonstrate behaviors perhaps not previously a part of the daily school program. Teachers should be aware of this and attempt to make all directions understandable to the pupil.

However, if the pupil's performance [illegible] beneficial to the pupil and the teacher vatively. In this case, the pupil is n the behavioral characteristic.

The 75% incidence level is offered as a are certain behavioral strands (e.g., T or therapist might require nearly 100% is considered to have mastered the beha teacher may vary the required incidence

Time spent in observation can be reduce utomatically gives the pupil credit fo istics if he already has demonstrated m same skills. For example, if the pupil (Visual Motor I, #40.0), he should also tower of 2 blocks" (Visual Motor I, #37. blocks" (Visual Motor I, #39.0).

12.0 Record behavioral characteristics on eac by marking the observation results for e column of the BCP Observation Booklet. characteristics as they are observed rat time or after school. This means that t the observer's possession and marked as throughout the day. Since older pupils observation booklet and might behave err they be informed of the assessment. The accustomed to the procedure. Following which might be used in recording observa the Personal Welfare strand, #4.0, "Boar unassisted."

☐	Behavior not displayed. No opp Leave blank (e.g., all pupils a bus as part of aide's routine).
⊟	Behavior not displayed. Pupil display it (e.g., pupil allowed but does so only with assistanc
½	Behavior displayed a portion of 75% required incidence level (e. self only when mother is watchi
☑	Behavior displayed at the requi without any physical or verbal on and off bus by self at least
H	Physical handicap prevents demo (e.g., pupil with severe cerebra off bus by self). Used only if authorities are consulted and t be able to display the behavior.
E	The equipment/materials required unavailable (e.g., pupil in a r does not have access to a bus). expensive pieces of equipment. required to assess a pupil on t the classroom, the school or the

and connects them with a line | size--to the 1/2 inch. | size to the 1/4 inch. | size to the 1/8 inch. | incongruous element of | words correctly. | ing color and shape sequence. | objects left to right. | and color of pegboard

BCP PR

cording to the observation schedule

Offer the pupil several opportunities to
l characteristic. In order for a character-
rt of the pupil's behavioral repertoire,
isplay it at least 75% of the time he is
do so. This means that of every four times
opportunity to display a behavior, he does so
r example, a pupil is given a set of blocks
r (rocket, tall building, etc.). In order
t for demonstrating #40.0 on the Visual
5-6 block tower," he would have to build a
e three times. The observer might find it
n the BCP booklet of numbers of opportunities
es behavior was displayed.

stand that this required 75% incidence level
avior observed does not occur by chance, but
pical behavior. The observer should feel
will display the behavior 75% of the time in
ronments, with different observers, and at
or week. If the observer doubts the
behavior, the pupil should be given more
he behavior over a longer period of time.
rformance remains inconsistent, it is most
d the teacher to judge the pupil conser-
he pupil is not considered to have mastered
tic.

offered as a guideline to observers. There
ands (e.g., Toileting) in which a teacher
nearly 100% performance before the pupil
ered the behavioral characteristic. A
red incidence level if desired.

can be reduced considerably if the observer
pil credit for displaying simpler character-
emonstrated more complex ones using the
if the pupil "Builds tower of 5 blocks"
e should also be given credit for "Builds
Motor I, #37.0) and "Builds tower of 3-4
39.0).

ristics on each of the strands being assessed.
results for each pupil in the appropriate
ion Booklet. It is most accurate to record
e observed rather than waiting until a free
s means that the BCP booklet should be in
and marked as the behavior is observed
older pupils might be distracted by the
ght behave erratically, it is suggested that
sessment. They should soon become
e. Following are some of the notations
ording observations, using an example from
d, #4.0, "Boards, deboards school bus

13.0 Designate in the space provided on each booklet page the date the class was observed on each behavioral strand. If pupils were observed on different dates encompassing more than one month's time, date each pupil's column (1-6) individually.

Following is a sample BCP Observation Booklet page. It has been filled out for a group of six pupils. Note the differences in behavioral characteristics.

4
DRINKING

IDENTIFYING BEHAVIORS:

Dribbles while drinking ● Spills liquids while drinking from cup/glass ● Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ● Spills liquids while pouring into a cup/glass ● Gulps liquids ● Tries to drink from water fountain unsuccessfully

Date of observation 1-71

		A R 1	T T 2	S M 3	F L 4	B T 5	C W 6
1.0	Sucks liquid from straw held by adult	✓	✓	H	✓	½	✓
2.0	Takes liquids from cup/glass when cup held by adult	✓	✓	✓	✓	½	✓
3.0	Swallows liquids from cup/glass	✓	✓	✓	✓	–	✓
4.0	Retains liquids in mouth without dripping or drooling while drinking	✓	✓	½	✓	–	–
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult	✓	✓	–	✓	–	✓
6.0	Helps tip cup to drink when cup held by adult	½	✓	–	✓		✓
7.0	Holds cup in two hands.	–	✓	–	✓		✓
8.0	Holds cup to drink when placed in two hands by adult.	–	✓	–	✓		✓
9.0	Lifts cup off table to drink using two hands - some spilling	–	✓		✓		–
10.0	Lifts cup off table to drink using two hands without spilling	–	✓		✓		–
11.0	Drinks from cup held to mouth with two hands without spilling		✓		✓		–
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling		✓		✓		
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling		✓		✓		
14.0	Holds cup to drink when placed in one hand by adult.		½		✓		
15.0	Lifts cup off table to drink using one hand some spilling		–		✓		

14.0 Verify the pupil's behavioral characteristics with those identified by other observers. If there are significant discrepancies

d color of board	actions--matches letters that look very	numbers in correct sequence	bers in correct	complex pattern /design cor-	visual field as such.	part viewed.		exposure.	when more than one minute has	exposure.

	adult	✓	✓	✓	✓	½	✓
3.0	Swallows liquids from cup/glass	✓	✓	✓	✓	–	✓
4.0	Retains liquids in mouth without dripping or drooling while drinking	✓	✓	½	✓	–	–
5.0	Contacts cup/glass with hand(s) when drinking from cup held by adult	✓	✓	–	✓	–	✓
6.0	Helps tip cup to drink when cup held by adult	½	✓	–	✓		✓
7.0	Holds cup in two hands.	–	✓	–	✓		✓
8.0	Holds cup to drink when placed in two hands by adult.	–	✓	–	✓		✓
9.0	Lifts cup off table to drink using two hands - some spilling	–	✓		✓		–
10.0	Lifts cup off table to drink using two hands without spilling	–	✓		✓		–
11.0	Drinks from cup held to mouth with two hands without spilling		✓		✓		–
12.0	Lifts cup off table, tips to mouth, drinks, using two hands without spilling		✓		✓		
13.0	Lifts cup off table, tips to mouth, drinks, replaces cup using two hands without spilling		✓		✓		
14.0	Holds cup to drink when placed in one hand by adult.		½		✓		
15.0	Lifts cup off table to drink using one hand some spilling		–		✓		

14.0 Verify the pupil's behavioral characteristics with those identified by other observers. If there are significant discrepancies, either re-observe the pupil for behaviors in question or consider the simplest characteristic recorded for the pupil to be his behavioral characteristic. Combine all verified behavioral characteristic descriptions into one BCP Observation Booklet. It should be noted that the more observers there are recording a pupil's behavioral characteristics, the more complete the picture of his overall performance will be.

15.0 Transfer all information from the BCP booklet to the BCP chart. It is suggested that minimal time elapse between completion of observation and transfer of this information onto the chart. A light-colored (so printing can still be read), wide, felt-tipped pen can be used to color the identified increments. Behavioral characteristics should be colored according to the following guidelines:

15.1 Leave the increment blank if the pupil does not display the behavioral characteristic.

15.2 Fill in a portion of the increment (e.g., 1/2) if a behavior is displayed with some type of aid or only in certain situations or below the required incidence level.

15.3 Color in the increment completely if a pupil displays a behavior unassisted and at the predetermined incidence level.

15.4 Record an "H" in the increment if the pupil's physical handicap prohibits him from ever demonstrating the characteristic.

15.5 Record an "E" in the increment if the equipment needed to assess the pupil on the characteristic is "permanently" unavailable.

ormance remains inconsistent, it is most the teacher to judge the pupil conser- pupil is not considered to have mastered c.

ffered as a guideline to observers. There ds (e.g., Toileting) in which a teacher early 100% performance before the pupil ed the behavioral characteristic. A d incidence level if desired.

n be reduced considerably if the observer l credit for displaying simpler character- onstrated more complex ones using the f the pupil "Builds tower of 5 blocks" should also be given credit for "Builds otor I, #37.0) and "Builds tower of 3-4 .0).

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ved. No opportunity offered to pupil.
all pupils are assisted aboard school 's routine).

ved. Pupil offered opportunities to upil allowed to get off bus by self, th assistance).

a portion of the time but less than the nce level (e.g., pupil gets off bus by er is watching).

at the required 75% incidence level l or verbal assistance (e.g., pupil gets elf at least 75% of the time).

revents demonstration of this behavior evere cerebral palsy does not get on and Used only if medical records and/or sulted and they indicate pupil will never the behavior.

ials required to observe the behavior are pupil in a residential facility which s to a bus). Use only for large and/or equipment. Most of the materials a pupil on the BCP are available from school or the district or county office.

PROCEDURES

15.6 Record the date of observation vertically in the last colored characteristic of each strand using a black pen. If characteristics are skipped, record the date in the last characteristic before each group of skipped characteristics. See sample chart following Step 23.0.

16.0 Follow one of the suggestions offered to ease charting if there is difficulty in this information transfer.

16.1 Use the shaded area to ensure staying on one strand as reading across from increment 1.0 to 50.0 is attempted.

16.2 Involve two people in the information transfer: one to read the number and/or behavioral characteristic to be colored in and the second to do the coloring.

16.3 Transfer the information from booklet to chart as observation of each strand is completed. This means only one or two strands are charted at a time.

16.4 Compile index cards which summarize booklet information. Such a system can be very helpful for programs on modular scheduling in which the pupil is assessed by many different teachers on different strands. Using a card system such as this would allow a non-observer (e.g., school secretary) to transfer booklet information to the chart. See sample of card below:

Pupil Name Peter Pupil Strand #11
Date of Observation 9-71

1. ✓	11. ✓	21.	31.	41.
2. ✓	12. –	22.	32.	42.
3. ✓	13. –	23.	33.	43.
4. –	14. –	24.	34.	44.
5. ½	15. –	25.	35.	45.
6. ✓	16.	26.	36.	46.
7. ½	17.	27.	37.	47.
8. ½	18.	28.	38.	48.
9. –	19.	29.	39.	49.
10. ✓	20.	30.	40.	50.

17.0 Correct any charting errors by cutting out increment(s) from extra chart and pasting over miscolored increment.

OBJECTIVES DETERMINATION

18.0 Conduct meeting to discuss pupil's BCP chart with teacher, aide, speech, physical and occupational therapist, nurse, psychologist, head teacher, principal, consultant and any others who instruct the pupil (e.g., the ward personnel or caretakers in a residential facility or state hospital). Study the pupil's chart, noting how far he has progressed along each strand, which behavioral characteristics have been skipped, his Identifying Behaviors, his strong and weak areas.

19.0 Determine which behavioral strand(s) indicate greatest pupil need(s).

20.0 Decide whether any specific Identifying Behaviors in Health and Posture (Strands 56 and 57) will be remediated at this time. Write up pro-

✓	✓	½	✓
½	✓	–	–
–	✓	–	✓
–	✓		✓
–	✓		✓
–	✓		✓
	✓		–
	✓		–
	✓		–
	✓		
	✓		
	✓		
	✓		

those identified
crepancies, either
consider the
be his behavioral
characteristic
should be noted
l's behavioral
his overall per-

he BCP chart. It
letion of obser-
hart. A light-
t-tipped pen can be
al characteristics
elines:

es not display

1/2) if a
id or only in
incidence level.
upil displays a
ned incidence

il's physical
rating the

uipment needed
is

Pupil Name Peter Pupil Strand #11
Date of Observation 9-71

1. ✓	11. ✓	21.	31.	41.
2. ✓	12. –	22.	32.	42.
3. ✓	13. –	23.	33.	43.
4. –	14. –	24.	34.	44.
5. ½	15. –	25.	35.	45.
6. ✓	16.	26.	36.	46.
7. ½	17.	27.	37.	47.
8. ½	18.	28.	38.	48.
9. –	19.	29.	39.	49.
10. ✓	20.	30.	40.	50.

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OBJECTIVES DETERMINATION

18.0 Conduct meeting to discuss pupil's BCP chart with teacher, aide, speech, physical and occupational therapist, nurse, psychologist, head teacher, principal, consultant and any others who instruct the pupil (e.g., the ward personnel or caretakers in a residential facility or state hospital). Study the pupil's chart, noting how far he has progressed along each strand, which behavioral characteristics have been skipped, his Identifying Behaviors, his strong and weak areas.

19.0 Determine which behavioral strand(s) indicate greatest pupil need(s).

20.0 Decide whether any specific Identifying Behaviors in Health and Posture (Strands 56 and 57) will be remediated at this time. Write up progressive objectives to minimize or eliminate these Identifying Behaviors and insert them into the blank increments on the BCP closest to the description of the problem behavior.

21.0 Determine learner objectives for the pupil based upon his needs as illustrated on the BCP chart. Look at increments to the right (closer to #50.0) of the pupil's behavioral level or to skipped increments for possible relevant objectives. Consider the following variables in objectives determination:

21.1 Age - The pupil's age can influence the selection of objectives. For example, a pupil who is eighteen years of age will probably need more emphasis on social and vocational skills. A younger pupil might need more emphasis on less developmentally complex behaviors such as Auditory Perception or Visual Motor I (Strands 13 and 14).

21.2 Physical disabilities - This factor might influence the choice of certain behavioral strands for learner objectives. For example, it may be considered inappropriate for a pupil with muscular dystrophy to have an objective in Gross Motor II (Strand 17).

21.3 Learning rate - A pupil's learning rate influences the amount of development in a given time. If he has been observed to learn quickly, a short-term objective encompassing many behavioral characteristics might be suitable for him (e.g., from #12.0 to #16.0 in 2 weeks). If he learns slowly, a long-term objective advancing him only one or two increments on a behavioral strand might be most appropriate (e.g., from #12.0 to #13.0 in 6 months).

21.7

21.8

22.0 Estima
object
estima
the te
object

23.0 Displa
felt p
vertic
pupil'
be co
line u
approp

PUPIL NAME Sam H

	IDENT
1 HEALTH	Displays symptoms of ○ Malnutrition ○ Fat child ○ Constant cold main calm ○ Reads ori oral directions--hear special equipment to
2 ATTENDANCE/ PROMPTNESS	○ Is often absent/tr ○ Tells time inaccura
3 FEEDING/ EATING	● Eats only blended on foods ○ Sucks food mouth ○ Chews foods them ○ Chews in other biting ○ Eats w/fingers eating ○ Spits out fo
4 DRINKING	● Dribbles while dri liquid contents when ○ Spills liquids wh from water fountain w
5 TOILETING	● Wets or soils drawe reminders ○ Neglects wash and dry hands af
6 GROOMING	○ Showers/baths on water to wash self ○ when needed ○ Showers wash certain areas of when reminded ○ Neglec washing ○ Throws towe
7 DRESSING	● Requires assistance buttons ○ Ties hard s to use protective clo
8 UNDRESSING	○ Resists being undre ○ Pulls at bow instea appropriate times ○ N floor when undressing
9 NASAL HYGIENE	● Allows nose to run without covering nose

21.4 Availability of resources - The resources (including materials, staff, time) needed to meet an objective, compared to those resources available, also help to determine what a pupil's objectives will be. For example, if teaching a pupil a certain skill requires individual instruction ten minutes per day for six months, but the staff to provide such attention is not available, then this might not be a realistic objective. Time and materials affect attainment of objectives in a like manner.

21.5 Grouping - The grouping of pupils with like or similar behavioral characteristics might permit determination of objectives which are the same for several pupils, thereby permitting more efficient use of resources and time. Grouping pupils for instruction could possibly mean achieving objectives further along the progression than would occur if each pupil were taught individually. A plastic overlay summarizing behavioral characteristics of all pupils could be helpful to determine which pupils could be grouped for instruction. Also, a "master BCP chart" for all pupils in the class can be used for this purpose.

21.6 Previous experience - Experience with other pupils, especially ones with behavioral characteristics similar to that of the pupil in question, can help the teacher determine realistic objectives for him. For example, knowing how long it took previous pupils to learn to pedal and steer a tricycle might give some indication of what to expect from present pupils.

21.7 Pupil participation - The older or more advanced pupil may be able to offer assistance in determining appropriate learner objectives for himself.

21.8 Number of objectives - The teacher should decide how many objectives are determined for each pupil and how many behavioral increments are advanced per objective. It is suggested that each pupil be evaluated individually and that no general policies dictating numbers of objectives per pupil be made. Uniformity in numbers of objectives attained or in numbers of increments advanced defeats the purpose of individualizing education to meet the specific needs of each pupil.

22.0 Estimate a date of attainment for each of the pupil's learner objectives. It is suggested that, at first, dates be gross estimates (e.g., six months or one year) and become more specific as the teacher's knowledge of how long it takes to achieve a given objective becomes more precise.

23.0 Display learner objectives on the BCP chart using a different colored felt pen than that used for characteristics. It is suggested that a vertical line be drawn at the end of the increments which are the

24.0 Complete the Learner Objectives Wor
for each pupil assessed. Clerical
transferring all information on the
Include:

24.1 The pupil's name.
24.2 The strand.
24.3 The number and description
24.4 The estimated date of atta
24.5 Any particular method(s)/m
the objective.

Following is a worksheet completed

BCP LEARNER OBJECT
RIVER COUNTY OFFIC
300 MAIN S
PLEASANT VALLEY

PUPIL Sam More ADDRESS 11 Maple St., Sp
TEACHER Terry Johns SCHOOL River County DCH

STRAND	#	OBJECTIVE	ES AT ME
Feeding/ Eating	6.0	Removes semi-solid food from spoon with mouth when being fed-some rejection.	2/
Drinking	4.0	Retains liquid in mouth without dripping or drooling while drinking	2/
Drinking	5.0	Contacts cup with hands when drinking from cup held by adult.	4/
Toileting	4.0	Sits on toilet when placed and supervised.	11
Undressing	5.0	Pulls socks off over heel after socks removed to that point.	11
Undressing	6.0	Pulls socks off completely.	2/
Nasal Hygiene	5.0	Wipes around nose, using tissue if reminded.	3/7

PARENT CONFERENC
WITH WHOM Mrs. More LOCATION 11
Discussed Sam's objectives with Mrs. More. She see
made in the last month, especially in the areas of
and dribble his food less often. She was intereste
(kangaroo cup, zoo mobile, mirror for awareness of
Also, she asked about what kinds of toys to give Sa
suggested colorful nesting blocks since Sam seemed
Smith, the physical therapist discussed Sam's physi
Pam is trying to schedule some time for Sam and hop
Mrs. More was very pleased to hear this. I provide
so she could work on Sam's objectives at home.

21.6 Previous experience - Experience with other pupils, especially ones with behavioral characteristics similar to that of the pupil in question, can help the teacher determine realistic objectives for him. For example, knowing how long it took previous pupils to learn to pedal and steer a tricycle might give some indication of what to expect from present pupils.

21.7 Pupil participation - The older or more advanced pupil may be able to offer assistance in determining appropriate learner objectives for himself.

21.8 Number of objectives - The teacher should decide how many objectives are determined for each pupil and how many behavioral increments are advanced per objective. It is suggested that each pupil be evaluated individually and that no general policies dictating numbers of objectives per pupil be made. Uniformity in numbers of objectives attained or in numbers of increments advanced defeats the purpose of individualizing education to meet the specific needs of each pupil.

22.0 Estimate a date of attainment for each of the pupil's learner objectives. It is suggested that, at first, dates be gross estimates (e.g., six months or one year) and become more specific as the teacher's knowledge of how long it takes to achieve a given objective becomes more precise.

23.0 Display learner objectives on the BCP chart using a different colored felt pen than that used for characteristics. It is suggested that a vertical line be drawn at the end of the increments which are the pupil's objectives. When objectives are attained, the increments can be colored in. Enter the estimated date of attainment on the vertical line using a black pen. The following are a few behavioral strands appropriately marked for a sample pupil, Sam More.

Eating	6.0	From spoon with mouth when being fed-some rejection.	
Drinking	4.0	Retains liquid in mouth without dripping or drooling while drinking	2/
Drinking	5.0	Contacts cup with hands when drinking from cup held by adult.	4/
Toileting	4.0	Sits on toilet when placed and supervised.	11
Undressing	5.0	Pulls socks off over heel after socks removed to that point.	11
Undressing	6.0	Pulls socks off completely.	2/7
Nasal Hygiene	5.0	Wipes around nose, using tissue if reminded.	3/7

PARENT CONFERENC

WITH WHOM Mrs. More LOCATION 11

Discussed Sam's objectives with Mrs. More. She see made in the last month, especially in the areas of and dribble his food less often. She was intereste (kangaroo cup, zoo mobile, mirror for awareness of Also, she asked about what kinds of toys to give Sa suggested colorful nesting blocks since Sam seemed Smith, the physical therapist discussed Sam's physi Pam is trying to schedule some time for Sam and hop Mrs. More was very pleased to hear this. I provide so she could work on Sam's objectives at home.

25.0 Review Learner Objectives Worksheet principal, curriculum consultant, pr strative evaluator. The administrat objectives and dates of attainment a methods or materials to attain these specify what types of support staff need to attain these objectives. Ag objectives for each pupil should be administrator may sign this worksheet

26.0 Post the Learner Objectives Worksheet who enters the room and comes in con learn his objectives. It is suggest

26.1 Sent to the pupil's parents progress report.

26.2 Filed in the pupil's cum or

26.3 Given to appropriate admini teacher's objectives of the

26.4 Given to any specialists (e psychologist) instructing t

26.5 Shown and explained to the

26.6 Explained to the bus drivers secretarial staff who have pupil. This list can be ex personnel and/or the pupil' residential facility or sta

PUPIL NAME Sam More START DATE 9/71

IDENTIFYING BEHAVIORS		1.0	2.0	3.0	4.0	5.0	6.0
1 HEALTH	Displays symptom(s) of: ○ Eczema ○ Hayfever ○ Migraines ○ Epilepsy ○ Anclemiliness ○ Malnutrition ○ Fatigue/pallor ○ Sleep disturbances ○ School phobia ○ Battered child ○ Constant colds ○ Enuresis ○ Nervousness ○ Requires medication to remain calm ○ Reads written material incorrectly--visual problem ○ Does not follow oral directions--hearing problem ○ Eats pencils, crayons, paste, paper ○ Requires special equipment to sit, stand	Displays symptom(s) or problem health behaviors 90-100% of baseline frequency.	Displays symptom(s) or problem health behaviors 80-90% of baseline frequency.	Displays symptom(s) or problem health behaviors 70-80% of baseline frequency.	Displays symptom(s) or problem health behaviors 60-70% of baseline frequency.	Displays symptom(s) or problem health behaviors 50-60% of baseline frequency.	Displays symptom(s) or problem health behaviors 40-50% of baseline frequency.
2 ATTENDANCE/ PROMPTNESS	○ Is often absent/truant from school ○ Is often late for class or activities ○ Tells time inaccurately or not at all	Present one out of five days or more per week.	Comes to activity only after two or more reminders.	Comes to activity only after one reminder.	Present two out of five days per week.	Comes to activity only after one or more reminders.	Comes to activity when called upon.
3 FEEDING/ EATING	● Eats only blended or strained foods ● Thrusts food out of mouth w/tongue ● Gags on foods ○ Sucks food instead of chewing it ○ Bites down on spoon when inserted into mouth ○ Chews foods only partially before swallowing ○ Swallows foods w/out chewing them ○ Chews in other than rotary motion ○ Takes in pieces of food into mouth w/out biting ○ Eats w/fingers ○ Crumbles food in hand when finger feeding ○ Drools while eating ○ Spits out food ○ Holds spoon/fork in fist rather than fingers	Opens mouth when physically stimulated by person held by another.	Opens mouth voluntarily at the sight of food.	Removes semi-liquid food from spoon with upper lip when being fed--some rejection.	Removes semi-liquid food from spoon with upper lip when being fed--some rejection.	Allows spoon to be removed from mouth. 4/71	Removes semi-solid food from spoon with mouth when being fed--some rejection. 7/71
4 DRINKING	● Dribbles while drinking ○ Spills liquids while drinking from cup/glass ○ Spills liquid contents when lifting cup ● Sucks straw without obtaining any liquid ○ Spills liquids while pouring into a cup/glass ○ Gulps liquids ○ Tries to drink from water fountain unsuccessfully	Sucks liquid from cup held by H	Takes liquids from cup/glass when cup held by adult.	Swallows liquids from cup/glass.	Retains liquid in mouth w/out dripping or drooling while drinking. 2/72	Contacts cup/glass w/hands when drinking from cup held by adult. 4/72	Helps tip cup to drink when cup held by adult.
5 TOILETING	● Wets or soils diapers, pants frequently ○ Avoids toileting accidents only with reminders ○ Neglects to flush toilet ○ Uses toilet tissue improperly ○ Neglects to wash and dry hands after toileting ○ Forgets to zip pants after toileting	Maintains dry diapers/pants for at least two hours.	Moves towards door or toilet when told by adult to go, or generally at the same times.	Indicates by gesture, etc. a toileting need when not told. 11/71	Sits on toilet when placed and supervised. 11/71	Sits on toilet when left alone.	Uses toilet immediately after placed.
6 GROOMING	○ Showers/baths only when reminded ● Refuses to use soap in washing or uses only water to wash self ○ Dries hands/face/body only partially ○ Neglects deodorant even when needed ○ Showers/baths infrequently ● Washes self inadequately ○ Forgets to wash certain areas of body ○ Uses comb ineffectively ○ Cleans fingernails only when reminded ○ Neglects male/female personal hygiene ○ Uses only cold water to washing ○ Throws towel on floor when finished drying	Rinses sink after washing hands/face/ body. 7/71	Turns water on when requested/ on own. 7/71	Rubs hands in soap when requested/on own. 7/71	Picks up soap when requested/ on own.	Rubs soap on hands when requested/on own.	Rinses all soap off hands when requested/on own.
7 DRESSING	● Requires assistance in dressing ● Buttons, snaps, zips ineffectively ○ Misalignes buttons ○ Ties hard knot instead of bow ○ Changes clothing infrequently ○ Neglects to use protective clothing according to weather	Cooperates passively when being dressed.	Moves limbs to aid in dressing (e.g., holds out foot for shoe).	Assists in putting dressed by pushing or tugging clothing.	Identifies own clothing. 7/71	Partially closes one of 3 front fasteners (e.g., pushes button half-way into hole).	Pulls pullover garments down over chest after head & arms in by adult. 7/71
8 UNDRESSING	○ Resists being undressed ● Attempts to undress, unsnap, unzip unsuccessfully ○ Pulls at bow instead of end of lace when untying ○ Neglects to undress at appropriate times ○ Removes clothing at inappropriate times ○ Throws clothing on floor when undressing	Cooperates passively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe).	Pulls socks off over toes after adult removes heel to that point.	Pulls socks off over heel after socks removed to that point. 11/71	Pulls socks off over heel after socks removed to that point. 11/71	Pulls socks off completely. 2/72
9 NASAL HYGIENE	● Allows nose to run continuously ○ Blows nose only when asked/reminded ○ Sneezes without covering nose and mouth	Shows bothersome of being irritated by running nose (e.g., cries, screams nasal).	Attends/responds to running nose by wiping with hand or arm.	Attempts to clean up all nose drippings or leakage.	Blows all drippings or leakage from around nose with aid of hand. 3/72	Wipes around nose using tissue/handkerchief if reminded.	Wipes around nose using tissue/handkerchief independently.

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701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
DR. RICHARD R. FICKEL, SUPERINTENDENT

es Worksheet or another similar form
rical staff can complete this step by
on the BCP chart to this form.

iption of the objective.
f attainment of the objective.
d(s)/materials being used to attain

eted for our sample pupil, Sam More.

OBJECTIVES WORKSHEET
OFFICE OF EDUCATION
MAIN STREET
ALLEY, CALIFORNIA

t., Springfield BIRTHDATE 5-14-65
ty DCHM DATE 9-71

	EST. ATTAIN-MENT	ACTUAL ATTAIN-MENT	METHODS, MATERIALS, COMMENTS, ETC.
en .	2/72	12/72	Use jello or pudding.
	2/72		Icing & brushing 15 min/day, might try Nuks to prevent drooling.
	4/72		Use red Kangaroo cup to keep Sam's attention. Start with Kool-Aid or chocolate milk.
	11/72	11/72	Hang zoo mobile in bathroom so Sam can see while at toilet.
hat ly.	11/72	12/72	Use swimming pool as motivator for undressing himself. Point to sock and give spoken direction to remove. Gradually eliminate physical and then verbal cue.
	2/72		
	3/72		Make Sam aware of teacher's nose, own nose. Put masking tape on end of teacher's and Sam's nose. Remove teacher's tape. Ask Sam to remove his. Use mirror to show Sam when his nose is running. Wipe it with Kleenex. Later give Sam Kleenex to use.

NFERENCE REPORT
ON 11 Maple St., Springland DATE 10-71
She seemed very pleased with the progress Sam has
eas of Feeding and Drinking. He seems to spit out
terested in the techniques we are using at school.
ss of nose) and talked about using them at home.
ive Sam while he was playing in his crib. I
eemed to respond well to these at school. Pam
physical limitations due to his cerebral palsy.
nd hopes to start working with him in December.
rovided Mrs. More with her copy of this worksheet

27.0 Confer with the pupil's parents to solicit aid in assessment of strands not taught at school or which might be related to home activities (e.g., Grooming, Kitchen Skills [Strands 6, 43]). Inform parents of pupil's learner objectives. Since many exceptional pupils' behavioral problems or deficiencies are heightened by home conditions, communicating to the parent the pupil's objectives can help to increase parental cooperation and agreement in objective attainment. Assist parents in determining objectives for strands in which home training is given.

28.0 Post the pupil's chart on wall, punch holes in top of chart and hang on flip chart or bind in booklet form and store in large envelope. Whichever method is chosen, charts are best used if accessible and easily read.

CONTINUED CHARTING

29.0 Instruct pupil toward his learner objectives. Select instructional methods most compatible with time, staff, and materials available as well as those which are most likely to attain the desired objectives.

30.0 Observe pupil on a continuous basis to determine his progress in attaining his learner objectives. If continual observation is not possible, re-observe pupil routinely according to a specified schedule to determine whether objectives have been met. The objectives must be accomplished without any physical or verbal assistance and must meet the required 75% incidence level to be considered attained. During this re-observation stage, the BCP Observation Booklet need not be used. If the BCP chart is readily accessible as suggested, it can be consulted to determine which behavioral characteristics a pupil now demonstrates.

31.0 Update the BCP chart when the learner objective is attained by coloring the appropriate increments with the light-colored, felt-tipped pen. Note date of actual attainment vertically on the objective in black pen.

31.1 Color over the colored circle preceding any Identifying Behaviors that the pupil no longer displays. A red or blue felt pen can be used to denote that this behavior ceases to be descriptive of this pupil.

31.2 Record any regression to earlier behavioral characteristics on the BCP chart. It is suggested that a one-way arrow be drawn from the previously learned but no longer demonstrated behavior to the present behavioral characteristic of the pupil. The date of observation should also be recorded vertically on the present behavioral characteristic of the pupil.

31.3 Update the BCP chart when pupil relearns previously regressed behavioral characteristics. Convert the one-way arrow into a two-way arrow and redate the last relearned characteristic.

32.0 Fill in actual date of attainment on the Learner Objectives Worksheet.

33.0 Determine a new learner objective for the pupil based on the updated

/72	12/72	
/72		Icing & brushing 15 min/day, might try Nuks to prevent drooling.
/72		Use red Kangaroo cup to keep Sam's attention. Start with Kool-Aid or chocolate milk.
/72	11/72	Hang zoo mobile in bathroom so Sam can see while at toilet.
/72	12/72	Use swimming pool as motivator for undressing himself. Point to sock and give spoken direction to
/72		remove. Gradually eliminate physical and then verbal cue.
/72		Make Sam aware of teacher's nose, own nose. Put masking tape on end of teacher's and
		Sam's nose. Remove teacher's tape. Ask Sam to remove his. Use mirror to show Sam when his
		nose is running. Wipe it with Kleenex. Later give Sam Kleenex to use.

CE REPORT

Maple St., Springland DATE 10-71

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ed Mrs. More with her copy of this worksheet

for each pupil with school
rogram manager or other admini-
tor can offer input on whether
are realistic and on possible
e objectives. The teachers can
and materials he or she will
greement regarding appropriate
obtained. Both the teacher and
et to record this agreement.

et in the classroom so that everyone
ntact with the pupil may readily
ted that copies of this listing be:
s (See Step 27.0) as a
r confidential folder.
istrator for him to summarize
e program.
e.g., therapists, nurse,
the pupil.
pupil, if appropriate.
rs, custodial, kitchen and
close contact with the
xpanded to include the ward
's caretakers in a
ate hospital.

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31.3 Update the BCP chart when pupil relearns previously regressed behavioral characteristics. Convert the one-way arrow into a two-way arrow and redate the last relearned characteristic.

32.0 Fill in actual date of attainment on the Learner Objectives Worksheet.

33.0 Determine a new learner objective for the pupil based on the updated chart (Steps 18.0-28.0). Look to following increments, skipped increments, and regressed increments for possible relevant objectives.

34.0 Repeat Steps 18.0-33.0 throughout schooling of pupil.

35.0 Keep records of successful methods used, if desired, and resources (staff, time, materials/equipment) required per method. It is suggested that 5" X 8" index cards be used for this purpose and that the format be similar to the following example.

BCP Math - 11.0

ACTIVITY: Ask pupil to make a group of a given number of shell macaroni (e.g., 4, 5, 6, 7, 8, 9, 10). Reward if correct by letting pupil string macaroni for own necklace.

INDIVIDUAL X SMALL GROUP (2-4) X LARGE GROUP (5-7) X

1-5 MIN_____ 5-10 MIN X 10-20 MIN_____ > 20 MIN_____

MATERIALS: Shell macaroni with holes to string through.

Heavy string.

EC 060 317

PUPIL NAME _____ START DATE _____

DEVELOPED THROUGH E.S.E.A. TITL
PROJECT NUMBER 44-00000-0

IDENTIFYING BEHAVIORS		1.0	2.0	3.0	4.0
23 ADAPTIVE BEHAVIORS	○ Uses object in ritual manner ○ Performs previously mastered task repetitiously--perseverates ○ Does not approach or manipulate new objects ○ Resists learning new skills ○ Stops work, withdraws or gets confused when unexpected change occurs ○ ○ Initiates interaction with peers rarely ○ Performs task/activity only in structured, well-defined situations ○ Will not attempt new activities or become involved in new situations/change in routine.	Looks at hands.	Moves hands in front of face separately.	Brings hands together in front of face, looking at them.	Plays with hands while looking at them.
24 IMPULSE CONTROL	○ Displays self-stimulating behaviors ○ Displays self-destructive behaviors ○ Blows up, becomes excited, loses self-control when he cannot do or get what he desires, encounters problems, etc. ○ Withdraws or becomes aggressive for long periods when scolded, criticized, teased ○ Overreacts to the slightest provocation ○ Blows up, gets excited, etc., when offered constructive, helpful criticism ○ Displays inappropriate affect ○ Displays inappropriate facial expressions	Sits quietly for 30 seconds when group is listening to stories, music.	Sits quietly for one minute when group is listening to stories, music.	Takes turns in game activity 25% of time or less.	Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of activity.
25 INTER-PERSONAL RELATIONS	○ Rarely plays with other children ○ "Negative" contributions to class discussions & activities ○ Rarely speaks, leads activities or volunteers ○ Plays w/objects rather than people ○ Uses others to gain own ends, reward while depriving them of same chance ○ Alienates peers by teasing, arguing or being cruel ○ Rarely shares w/ others ○ Rarely participates in group activities ○ Plays with younger children instead of peers ○ Fights, hits, bullies, bosses peers ○ Considered wierd by peers	Smiles, looks up when another person enters the room.	Reaches for familiar people.	Becomes quiet when caressed.	Holds head up in group activities such as eating, games, etc.
26 RESPONSIBLE BEHAVIORS	○ Performs mischievous activities ○ Performs destructive acts ○ Destroys obj. by breaking, tearing, crushing, etc. ○ Disregards school rules & authority ○ Physically verbally acts out when asked to perform an activity by an authority figure ○ Responds negatively, not at all, or does the opposite when asked to perform an activity ○ Ignores teacher requests for quiet or ceasing activity ○ Does not make decisions; extreme reliance on adult guidance, support, reassurance ○ Criticizes work of others	Claims ownership of items and defends own possessions physically.	Claims ownership of items and defends own possessions verbally.	Follows directions/performs activities given by authority, teacher.	Makes own decisions about activities with adult supervision.
27 PERSONAL WELFARE	○ Does not fear common dangers ○ Injures self/others often ○ Does not care for wounds ○ Does not follow safety directions ○ Acts carelessly near dangerous materials ○ Does not follow traffic rules	Remains seated in car or bus.	Keeps seat belt fastened while in car or bus.	Fastens own seat belt.	Boards, deboards school bus unassisted.
28 SELF-CONFIDENCE	○ Hesitates to express opinions ○ Gives excuses, rationalizations for failures ○ Does not attempt to answer most questions--responds with "I don't know" ○ Verbalizes feelings of poor self-image, self-confidence ○ Deprecates school work --indicates dislike of end product ○ Does not attempt activity or task ○ Becomes panicky when asked questions ○ Does not initiate interaction with teachers/peers	Responds as briefly as possible to peer/teacher initiated interaction.	Participates in class activities when required to do so.	Answers personal questions.	Takes part in class discussions concerning feelings when asked.
29 HONESTY	○ Takes another's property and does not return it--steals ○ Inaccurately recounts occurrences--lies ○ Copies or takes another's work and claims it as his own--cheats ○ When observed as causative agent of a disturbance, denies his role or blames others for it ○ Borrows property of others w/out asking owner, but returns it ○ Takes item when it is hidden from view ○ Rationalizes dishonest behavior	Takes an item only if that item is openly displayed.	Asks permission of owner after taking others' property.	Asks permission of owner while taking others' property.	Asks permission of owner before taking others' property.
30 SOCIAL SPEECH	○ Stutters, stammers, mumbles ○ Speaks rapidly, nervously ○ Speaks rapidly w/short lapses of time between words ○ Speaks slowly w/long lapses of time between words ○ Speaks using inappropriate volume ○ Speaks in a muffled, garbled, unclear manner ○ Uses verbal obscenities and vulgarities ○ Rarely participates in class discussions ○ Does not follow verbal rules of etiquette ○ Continually changes subject w/out closure of any one area ○ Stands too near/far when speaking to another	Maintains appropriate social distance when speaking to another.	Responds to and makes verbal greetings and farewells.	Asks for what is desired.	Says "thank you" "you're welcome", or "please" when reminded.
31 SOCIAL EATING	○ Eats too fast or too slow ○ Eats/grabs another's food ○ Chews/eats w/mouth open ○ Requires bib when eating ○ Holds head too close to plate ○ Eats w/two hands at once ○ Eats w/out keeping hand in lap ○ Sits w/feet on chair ○ Refuses to taste new foods ○ Eats only one type of food ○ Eats w/out keeping napkin in lap ○ Eats w/out using napkin to wipe hands/face ○ Talks w/mouth full ○ Smacks lips ○ Takes abnormal portions of foods ○ Leaves table before others are finished	Retrieves lunch pail or bag.	Sets or prepares table.	Sits at table during mealtime.	Maintains upright position at table.
32 ATTENTION SPAN	○ Remains at task only when distractions are not present ○ Ignores teaching-oriented classroom stimuli ○ Attends to task only with continual direction and/or assistance ○ Displays bored behavior during classroom activities ○ Attends to others' activities rather than own tasks ○ Substitutes another activity for assigned task	Attends to easy familiar task from 0 to 5 seconds when supervised.	Attends to easy/familiar task without supervision from 0 to 5 seconds.	Attends to easy/familiar task for 5 to 10 seconds when supervised.	Attends to easy/familiar task without supervision for 5 to 10 seconds.
33 TASK COMPLETION	○ Starts or completes assignments rarely ○ Delays or puts off starting assignments ○ Works on assignment only when given individual directions/attention ○ Stops work if any problem or interference is experienced ○ Completes task in non-assigned order ○ Consistently ignores instructive classroom stimuli	Starts task only w/much reminding from teacher--continual reinforcement.	Starts task before end of class period w/ little reminding--minimal reinforcement.	Starts task before end of class period w/ no reminding--no attention/ reinforcement.	Starts task (e.g., cleanup) at assigned time with some prompting.
34 READING	○ Holds paper at other than 90-degree angle to read ○ Reverses letters ○ Moves eyes irregularly when reading ○ Incorrectly answers questions based on written material ○ Substitutes, omits or adds words when reading written material aloud ○ Points to individual words as they are being read ○ Usually loses place in group reading ○ Does not follow written directions ○ Moves lips while reading silently ○ Does not phonetically attempt to read new words ○ Reads w/lack of expression	Plays with book as toy.	Opens book turns right side up.	Turns pages two-three at a time.	Points to picture of familiar object.
35 MATH	○ Does not add or subtract correctly ○ Does not multiply or divide correctly ○ Has difficulty solving word problems ○ Forgets sequence of steps in long division ○ Carries and/or borrows from wrong direction in addition, subtraction	Sorts according to shape, size and length.	Locates big and little, large and small in groups of two objects.	Arranges objects in order of size from smallest to largest.	Determines which of two groups has more and less, many and few.
36 PRACTICAL MATH	○ Confuses value of coins ○ Confuses days of week, months of year ○ Tells time incorrectly ○ Counts out change incorrectly ○ Uses measuring tools ineffectively	Looks at/for clock when asked "Is it recess, lunch, bed time?"	Selects long, longer, longest from group of objects.	Selects heavier, lighter, same weighted object from group of objects.	Exchanges coins for desired item--no value concept.
37 WRITING	○ Forms letters from right to left rather than from left to right ○ Dissociates letters into separate parts ○ Reverses letters in words (saw = was) ○ Mirrors letters/numbers (b for d, p for q) ○ Perseverates letters ○ Writes cramped, uneven, large letters ○ Holds pencil with fist, rather than fingers ○ Copies from blackboard incorrectly ○ Writes slowly ○ Writes using varied slant, pencil pressure, or	Makes marks with pencil or crayon held in fist.	Scribbles with pencil or crayon held in fist.	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.

GH E.S.E.A. TITLE VI-B FUNDING
MBER 44-00000-0000-925

BEHAVIORAL

4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.
Plays with hands while looking at them.	Puts hands in mouth.	Tolerates new object's presence in room.	Moves toward new object.	Touches new object.	Manipulates new object for short time.	Uses object in usual manner, but exchanges it for another.	Experiments with new object using more than one sense.	Uses new object differently than other objects.	Talks while playing.	Uses new object for designed purposes.
Sits in seat, stands in line, etc., without fidgeting, moving for 25% or less of activity.	Sits quietly for more than 1 minute when group is listening to stories, music.	Displays self-destructive behaviors 75 to 100% of baseline.	Changes activity without emotional outburst when change cue is well-defined.	Changes routine without emotional outbursts when alternatives are presented.	Sits quietly for more than 5 minutes when group is listening to stories, music.	Quiets down after active period (e.g., recess) if reminded frequently.	Takes turns in game activity 25-50% of time.	Sits in seat, etc., without fidgeting, moving for 25-50% of the activity.	Withdraws or becomes verbally aggressive for short periods when scolded, criticized,et...	Displays se destructive haviors 50- of baseline
Holds head up in group activities such as eating, games, etc.	Returns smile when smiled at.	Watches the movements of others--shows interest.	Demands personal attention by making noises.	Seeks attention of others (e.g. repeats performances that are laughed at).	Moves near others during free play.	Accepts help from others (e.g., when working on task).	Plays alone in presence of others.	Shares when told to do so but complains.	Hits another, making excuses to teacher when confronted with deed.	Exchanges for play.
Makes own decisions about activities with adult supervision.	Follows previously defined rules and regulations when authority figure is present.	Accepts or follows reasonable school authority. Protests rules viewed as unfair.	Conforms to group decisions despite personal disappointment or disagreement.	Obeys newly-delegated authority figure (e.g., substitute teacher).	Follows previously defined rules when authority figure not physically present.	Cooperates with teacher request for quiet, etc.	Returns objects or materials to their assigned or appropriate place.	Treats others' property as he would his own.	Behaves according to expressed or implied desires of others--is considerate.	Volunteers tasks--acce responsibil
Boards, deboards school bus unassisted.	Locks nearest door in car when asked.	Identifies gesturally or verbally dangerous situations or objects.	Avoids or maintains distance from dangerous situations or objects.	Tells/gestures/reports to adult about any danger/injury.	Keeps foreign objects out of eyes, ears, nose and mouth.	Attempts to protect self from attack.	Reports injury of other to adult.	Seeks out adult when an unfamiliar animal approaches.	Identifies danger signal, stops activity and seeks adult.	Follows teacher's directions fire or civ defense dri
Takes part in class discussions concerning feelings when asked.	Volunteers personal information during class discussions.	Verbalizes opinions or performs activity/task in previous success situations.	Answers questions on material while it is being individually tutored.	Answers questions on previous individually tutored material.	Chooses to participate in class activities.	Verbalizes success at task performed, opinions presented or activity engaged in.	Participates in conversations with teachers/peers.	Verbalizes opinions/performs task in new situations resembling previous successes.	Answers questions on material while it is being presented to group.	Answers que tions on pr ious group- presented material.
Asks permission of owner before taking others' property.	Asks to use others' property but doesn't return it.	Asks to use others' property and returns it when reminded.	Asks to use others' property and returns it voluntarily.	Accepts legitimate blame when confronted with deed.	Accepts legitimate blame when asked more than once.	Voluntarily accepts legitimate blame.	Accurately recounts occurrences (tells truth) less than 25% of the time.	Accurately recounts occurrences between 25-50% of the time.	Accurately recounts occurrences between 50-75% of the time.	Accurately counts occu rences betw 75-100% of time.
Says "thank you" "you're welcome", or "please" when reminded.	Says "thank you", "you're welcome", or "please" after some hesitation.	Says "Thank you" for compliments or service. Says "please" with requests.	Makes excuses for interruption.	Looks up/says "oh" while interrupting.	Raises hand while interrupting.	Hesitates or stops self while interrupting.	Says "excuse me" when interrupting.	Waits to be acknowledged verbally or by gesture before speaking.	Remains quiet when others are talking.	Uses correc titles when addressing people.
Maintains upright position at table.	Handles only own food/drink.	Uses utensils/food for their intended purposes.	Leaves plate/bowl/glass on table when finished eating.	Keeps food and utensils on plate/in bowl.	Requests aid for spills.	Chews and swallows quietly with lips closed.	Eats most foods in a tidy manner.	Requests food/drink be passed at the table.	Passes food/drink on request.	Cleans up spills.
Attends to easy/familiar task without supervision for 5 to 10 seconds.	Attends to easy/familiar task for 10 to 15 seconds when supervised.	Attends to easy/familiar task without supervision for 10 to 15 seconds.	Attends to easy/familiar task for 15 to 30 seconds when supervised.	Attends to easy/familiar task without supervision for 15 to 30 seconds.	Attends to easy/familiar task for 30 to 45 seconds when supervised.	Attends to easy/familiar task without supervision for 30 to 45 seconds.	Attends to easy/familiar task for 45 seconds to 1 minute when supervised.	Attends to easy/familiar task without supervision for 45 seconds to 1 minute.	Attends to easy/familiar task for 1 minute to 5 minutes when supervised.	Attends to easy/famili task withou supervision for 1 minu to 5 minute
Starts task (e.g., cleanup) at assigned time with some prompting.	Starts task at assigned time with no prompting.	Completes 0-10% of task only with continual attention/reinforcement.	Completes 0-10% of task with some attention/reinforcement.	Completes 0-10% of task with little attention/reinforcement.	Completes 10-25% of task only with continual reinforcement/attention.	Completes 10-25% of task with some attention/reinforcement.	Completes 10-25% of task with little attention/reinforcement.	Completes 25-50% of task only with continual attention/reinforcement.	Completes 25-50% of task with some attention/reinforcement.	Completes 2 50% of tas with littl attention/ reinforcem
Points to picture of familiar object.	Turns pages one at a time.	Matches objects by color/size/shape.	Reproduces pegboard designs in terms of number, color, direction.	Places five pictures in logical sequence left to right.	Visually matches identical words in group of grossly different words.	Visually matches identical words in group of similar written words.	Names capital and lower case consonants when shown written letter.	Names capital and lower case vowels when shown written letter.	Says what sound capital & lower case consonants make when shown the written letter.	Says how t following sonant ble sound when shown the (See Boo
Determines which of two groups has more and less, many and few.	Locates big, bigger, biggest and small, smaller, smallest in group of objects.	Locates first, middle, and last in group of objects.	Constructs set of one object.	Constructs set of two objects.	Constructs set of three objects.	Counts orally to three.	Constructs set of four, five, six. . .ten objects.	Counts orally to ten.	Locates object of given number in group of ten. (e.g., fourth object)	Matches gro having equa numbers of objects up ten.
Changes coins for desired item--no value except.	Matches coins (e.g.,quarter to quarter, dime to dime).	Adds items to balance a preset balance scale.	Names penny.	Selects penny when presented with penny, nickel, dime.	Names nickel and dime.	Selects nickel/dime when presented with penny, nickel, dime.	Names quarter and half-dollar.	Selects a quarter/half dollar from group of coins.	Compares value of coins (e.g., dime is worth more than nickel).	Reads numer on clock fa Associates placement w routine act
Draws a horizontal line, imitating adult.	Performs push-pull strokes imitating	Draws circle, imitating adult.	Draws line between two parallel lines.	Draws recognizable face with eyes,	Holds pencil or crayon in fingers.	Draws horizontal/vertical line, copying	Draws oblique lines, copying models.	Draws vertical cross, imitating adult.	Draws square, imitating adult.	Draws obliq cross, imitating

AL CHARACTERISTICS

)	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.
	Uses new object for designed purposes.	Engages in interaction(s) with another person.	Role plays (e.g., tea parties, dress-up, play house).	Discusses possible new activities/ tasks.	Plays game by self--always same game.	Plays different games by self.	Plays game with another person.	Discusses previously mastered activities tasks and relates them to new ones.	Performs new activities/ tasks when required/forced.	Tries again when change or disappointment occurs if a recovery period has elapsed.	Tries aga when char disappoi occurs i reassure
be-	Displays self-destructive behaviors 50-75% of baseline.	Calls or acts out while raising hand for attention.	Accepts change in routine without emotional outbursts when reasons are explained.	Raises hand for attention.	Sits quietly for more than ten minutes when group is listening to stories, music.	Takes turns in game activity 50-75% of the time.	Sits in seat, stands in line, etc.,w/out fidgeting, moving for 50-75% of the activity.	Sits quietly for a full period when group is listening to stories, music.	Takes turns in game activity 75% or more of the time.	Sits in seat, stands in line, etc.,w/out fidgeting, moving 75% or more of the activity.	Displays destructi haviors 2 of baseli
s en	Exchanges items for play.	Watches others play and may join in for a few minutes.	Plays individually with adult.	Hits another, voluntarily making excuses to third party (e.g., goes to teacher).	Plays with one or two others.	Responds to and makes verbal greetings.	Plays cooperatively with another child.	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.).	Accepts and shows affection appropriate to home, school, street.	Hits another, afterwards verbalizing reasons to the one hit.	Hits ano verbaliz hitting.
d-	Volunteers for tasks--accepts responsibility.	Performs assigned responsibilities.	Performs undesirable task when restructured so as to be viewed as desirable.	Comments on work of others by bringing out good points or suggesting improvements.	Acts upon helpful criticism offered by authority (e.g., corrects mistake).	Performs undesirable task when given choice of doing less desirable task in its place.	Sacrifices immediate satisfaction on the promise of a later privilege-delayed reward.	Performs undesirable task when payoff for task is increased.	Organizes daily activities using lists, naming, etc.	Makes own decisions concerning activities with minimal adult supervision.	Orders a ties acc to some rational priority
	Follows teacher's directions in fire or civil defense drill.	Walks to designated area(s) without supervision--no running.	Reads and follows directions on safety signs (e.g., stop, walk, don't walk, etc.)	Recognizes items he has been told are dangerous (e.g., electrical outlets, knives, etc.)	Avoids danger areas (e.g., swing paths, tether ball arc, swimming pool).	Remains in designated play areas.	Avoids following unknown people from yard/in crowd.	Approaches/ leaves swing with caution.	Handles sharp objects carefully.	Opens/closes windows carefully when requested.	Carries with its facing forward.
r- is ed	Answers questions on previous group-presented material.	Answers questions on self-read material just after it has been read.	Answers questions on previous self-read material.	Expresses opinions/performs task in new situations in which success is questionable.	Initiates conversation with teacher/ peers.	Answers questions not explicit in material.	Leads group in simple class routines.	Verbalizes success and failure (e.g., I'm doing O.K. in math.).	Remains calm when asked questions and attempts answers.	Verbalizes success and failure and suggests way to reduce future failure situations.	Leads gr class di sions.
e- en	Accurately recounts occurrences between 75-100% of the time.	Produces work w/out written or verbal assistance less than 25% of the time.	Produces own work without help between 25-50% of the time.	Produces own work without help between 50-75% of the time.	Produces own work without help between 75-100% of the time.						
	Uses correct titles when addressing people.	Laughs at slapstick comedy.	Laughs at comments intended to be humorous.	Answers telephone and carries on simple conversation.	Speaks using appropriate volume in different situations.	Speaks using appropriate pitch in different situations.	Speaks at appropriate speed for the situation.	Speaks using appropriate tone in different situations.	Speaks without stuttering or stammering.	Speaks without pausing between words or word groups--flowing speech.	Speaks without mumblin
	Cleans up spills.	Eats at reasonable pace without bolting or dawdling.	Uses napkin to wipe hands, mouth during and after meal.	Keeps napkin in lap.	Eats with one hand in lap.	Keeps elbows off the table.	Obtains replacement if utensil drops to floor.	Chews and swallows to empty mouth before speaking.	Eats items of a meal in standard order (e.g., desserts last).	Samples new foods.	Eats w superv
r	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes.	Attends to easy/familiar task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute without supervision.	Attends to difficult/novel task for 1 to 5 minutes when supervised.	Attends to difficult/novel task for 1 to 5 minutes without supervision.	Attends to easy/familiar task without supervision for 10 to 25 minutes.	Attends to difficult/novel task for 5 to 10 minutes when supervised.	Attend diffic task f 10 min withou superv
with on/	Completes 25-50% of task with little attention/ reinforcement.	Completes 50-75% of task only with continual attention/ reinforcement.	Completes 50-75% of task with some attention/ reinforcement.	Completes 50-75% of task with little attention/ reinforcement.	Completes 75-100% of task only with continual attention/ reinforcement.	Completes 75-100% of task with some attention/ reinforcement.	Completes 75-100% of task with little attention/ reinforcement.	Continues to work or seeks help w/task when faced with problems/potential failures.	Completes 100% of task.	Determines realistically when task is complete.	Comple in ass order the ti
und er nts own	Says how the following consonant blends sound when shown the ltrs. (See Booklet).	Reads simple three-letter words paired with picture.	Says what sounds capital and lower-case vowels make when shown the written letter.	Sight reads the following words: are, jump, fly, after, two, before, eat, in, (See Booklet).	Sight reads the following words: thank, eight, once, laugh, try, know, (See Booklet).	Says how the following consonant digraphs sound: ft, ng, gh, lp, nc, gl, (See Booklet).	Says how the following trigraphs sound: spr,str,thr,sch, ght,rst,spl, tch, shr, spl.	Says how the following vowel diphthongs sound: ou, oi, oo.	Scans letters of word left to right.	Blends letter sounds to say the word as a unit.	Sight iliar units blends ant/vc graphs
ct ber ten th	Matches groups having equal numbers of objects up to ten.	Locates front and back, left and right.	Determines when enough, not enough,too many obj. in a group to match specified number.	Finds group having more, less, same number of objects as given group (up to ten).	Reads and writes numerals (1, 2, 3) to 3.	Matches numbers (0-10) with appropriate points on a number line.	Identifies what number comes before & after a given number or between two numbers (up to 10).	Counts orally to 19.	Counts backward from 10.	Reads and writes numerals to 19.	Perfor tion f three actual
ue g., h	Reads numerals on clock face. Associates hand placement with routine activity	Measures using tool same length as line (e.g., uses ruler to measure 12-inch line).	Adds items to attain a premarked point on scale of weights.	Uses evenly spaced markings on tool to measure a line shorter than the tool.	Measures liquid to capacity of container, to marked line on container.	Names days of week in succession.	Relates "today, tomorrow, yesterday" to days of the week.	Tells time using before and after.	Locates day of week on calendar.	Locates date on calendar--number and day.	Uses after night cribe the d
,	Draws oblique cross, imitating adult.	Draws triangle, imitating adult.	Draws diamond, imitating adult.	Colors within heavy outlines/ within faint outlines.	Draws three-part man, six-part man.	Draws letter/ number shapes, copying models.	Prints/writes letters, numbers, imitating adult.	Draws circle, crosses, square, triangle, diamond, copying model.	Prints/writes numbers and letters, copying model.	Draws circle, crosses, square, triangle, diamond without model	Prints the fo number letter model

S PROGRESSION - BC

0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	3
gn ge or tment a re- riod ed.	Tries again when change or disappointment occurs if reassured.	Remains calm if disappointment occurs and no remedy is possible.	Changes routine when alternatives are presented--accepts change.	Changes routine /tries new activities when reasons are explained.	Tries again when change or disappointment occurs w/out a recovery period, reassurance, reasons.	Performs new activities/ tasks voluntarily.	Behaves according to peer group norm in moderately structured/defined situation.	Follows class routine when there are changes in teacher's dress, hair, etc.	Performs activities/tasks in presence of or when led by new person (e.g., volunteer).	Follows class/ school rules after two-day absence (e.g., weekend or illness).	Fo sc af ab we il
eat, line, t fid- oving re of ity.	Displays self-destructive behaviors 25-50% of baseline.	Quiets down immediately after active period and awaits instructions.	Leaves provoking situation.	Controls physical responses when angered.	Accepts most criticism with no emotional outbursts.	Changes activity without emotional outburst when change is announced.	Displays self-destructive behaviors 0-25% of baseline.	Displays affective behavior appropriate for the situation/place.	Acts according to social rules in work & play situations. Does not cry when loses game.	Avoids disruptive actions in public places.	Co we fe ma bl sc
ner, s ng o the	Hits another and verbalizes while hitting.	Verbalizes feelings to another, then hits him.	Takes turns.	Plays with group of three or more.	Plays cooperatively in group activity.	Bargains with other children.	Verbalizes feelings to another without hitting.	Plays group cooperative games with loose rules.	Interacts with others, keeping fighting or quarreling to minimum.	Plays competitive active games such as hide and seek.	Ap wi re
con- ctivi- mini- n.	Orders activities according to some rational priority.	Schedules activities by time.	Plans for future activities.	Performs indesirable tasks on request;obvious positive/negative consequences absent.	Plays active group games following rules (e.g., dodgeball, circle games).	Plays simple table games following rules (e.g., cards, checkers, board games).	Behaves according to stated social/school rules in work and play situations.	Persuades teacher or group to change activity in appropriate manner.	Conforms to stated & implied rules of conduct for school/ play/home/work situations.		
ses re- n	Carries chair with its legs facing forward.	Keeps safe distance from matches, stove and open flame.	Refuses ride and/or gifts offered by stranger.	Goes to and from school bus unassisted.	Walks on sidewalk--doesn't go into street.	Removes wet clothing.	Avoids approaching or touching unfamiliar animals.	Seeks nearest known adult upon advances of stranger.	Looks both ways before leaving sidewalk, crossing street.	Uses play equipment without endangering others.	Fo du dr ac
suc- ailure ts uce lure .	Leads group in class discussions.	Displays clean, neat appearance.	Shows neatness in school work.	Displays creativity in art, music, writing, etc.							
hout tween ord owing	Speaks clearly without mumbling.	Requests food or other items appropriately in public.	Participates in class discussions.	Uses acceptable language--does not use obscenities or vulgarities.	Initiates/pursues topics in conversation consistent with place, role,social situation.	Pauses to allow others to speak.	Adjusts responses or actions to type of call at door or on phone.	Models speech/ tone after others in group.	Speaks on one subject long enough to obtain closure.	Concludes or accepts conclusion of conversation in a polite manner.	In ma ap hu re
w	Eats without supervision.	Waits until designated time to leave table.	Puts lunch pail away.	Throws garbage in can.	Takes dirty dishes to designated area.	Cleans off dishes, disposes of left-over food.	Sorts dishes into proper places	Washes dishes.	Cleans up eating/ drinking area.	Sweeps floor under eating area.	Ea ma at sc an fr
novel s to when .	Attends to difficult/novel task for 5 to 10 minutes without supervision.	Attends to difficult/novel task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 10 to 25 minutes without supervision.	Works in small group for 0 to 5 minutes.	Works in small group for 5 to 10 minutes.	Attends to task(s) for full class period when supervised.	Works in small group for 10 to 25 minutes.	Attends to task(s) without supervision for one full class period.	Works in small group for full class period--assigned time.	Remains at task for 0 to 5 minutes when distractions present.	Re fo mi di pr
lly is	Completes tasks in assigned order 0-25% of the time.	Completes tasks in assigned order 25-50% of time.	Completes tasks in assigned order 50-75% of time.	Completes tasks in assigned order 75-100% of time.	Reviews or checks own work before handing it in as complete.	Completes 100% of task and proofreads or checks work to ensure completion.	Completes 100% of task, proofreads and corrects.	Checks work against model or standard.	Completes 100% of task with corrections and begins new task when reminded.	Completes 100% of task and begins new task independently.	In ev it pr te ev
ter say s a	Sight reads familiar meaningful units (e.g., blends, consonant/vowel digraphs, etc.)	Decodes multisyllabic words by breaking them into familiar meaningful units.	Blends letter and meaningful unit sounds to say the multisyllabic word as a unit.	Reads by sight 100 words.	Scans words on page left to right; scans page top to bottom.	Reads phrases/ sentences.	Correctly answers questions related to previously read sentence.	Reads and follows simple written directions (e.g., enter, exit, pull).	Reads simple paragraphs.	Reads pre-primer (less than 50 words).	Re to
merals	Performs addition facts of three with actual objects.	Performs subtraction facts of three with objects.	Counts orally to 49/to 100.	Reads and writes numerals to 49.	Places <, =, > between two numbers (up to 25) to make a true statement.	Constructs set of 100 objects.	Counts orally over 100.	Reads and writes numerals to 100/over 100.	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 19.	Co by fi th
date dar-- nd day.	Uses morning, afternoon, night to describe parts of the day.	Tells time at the hour--minute hand on 12.	Tells time at the quarter hour--15, 30, 45 minutes.	Measures using tool shorter than the line and counting the lengths.	Names bill denominations and compares values ($1, $5, $10).	Combines coins to equal larger one (e.g., 2 nickels = one dime).	Tells counting facts (e.g., 12 eggs = one dozen).	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Measures liquids to specified line in container having several marked lines.	Adds items to attain a requested weight on a numbered scale of weights.	Co to oc to
cle, square, dia- ut	Prints/writes the following numbers and letters without models: (See	Forms numbers and letters from left to right.	Prints/writes all letters in the alphabet, all numbers 0-9, correctly	Prints/writes own first name, copying model.	Prints/writes own first name without model.	Prints/writes own first name using a capital first letter.	Prints/writes simple words, copying models.	Prints/writes simple words, without models.	Prints/writes own last name, copying model.	Prints/writes simple sentences, copying model.	P o 1 w

CP 23-45

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701 OCEAN STREET, ROOM 20
SANTA CRUZ, CALIFORNIA 950
RICHARD R. FICKEL, SUPERINTEN

0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44
ss/ s ay g.,	Follows class/ school rules after three-day absence (e.g., weekend or illness).	Follows class/ school rules at beginning and end of school week (e.g., Monday & Friday)	Independently tries out new activities,puts ideas or things into new combinations.	Creates own task/activity with new object --uses object in different ways.	Adjusts behavior to fit rules and routines of different situations.	Schedules own activities to fit within specified time frame.	Behaves according to peer group norm in minimally structured or defined situations.				
up- s in es.	Controls temper well: verbalizes feelings in a manner acceptable to home, school, etc.	Accepts friendly teasing--smiles or laughs.	Plays and works without interfering with or disrupting work of others.	Recognizes own lack of self-control and works with other to improve self.	Plans/considers action before carrying it out.	Touches others in a manner suitable for the home, school, neighborhood, etc.	Maintains self-control when faced with failure, problems, disappointments.				
ti- as ek.	Apologizes without being reminded.	Plays simple competitive table games such as "fish", "old maid", dominoes.	Offers help to others voluntarily.	Protects other children and animals.	Shares toys with other children.	Comforts playmates in distress.	Plays difficult games requiring skills, scoring and knowledge of rules.	Behaves in a courteous manner to peers and staff.	Contributes to class discussions and activities.	Participates in peer-group activities when not asked.	Disappr offensi behavio noring tively aging i
g	Follows rules during fire drill without adult help.	Treats minor injuries (e.g., wash/bandage).	Crosses street at corners or crosswalks. Crosses on green/walk, stands on red.	Operates machinery when supervised. Uses safety devices.	Rides bicycle on side of road with traffic.	Unplugs electric cords by plug (not cord). Reports damaged cord to adult.	Walks bicycle across street at corner or crosswalk. Pushes button at corner for light.	Walks on roadside facing traffic when no sidewalks.	Phones doctor/ dentist for help/advice.	Reports fire to fire dept. by phone;contacts police;contacts hospital/ ambulance.	Avoids dangero animals Recogni mon har substan
clu- ver- r.	Intentionally makes appropriate humorous remarks.	Makes introductions.	Takes message given on telephone.	Orders service or goods by telephone.	Carries on complex conversation over extended period of time.	Participates in class discussions using average vocabulary for peer group.	Tells story/ joke.	Gives oral reports, speeches.	Expresses a concept verbally.	Converses with people in various classes/situations,making self clear and understandable.	
r g	Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house.	Selects portions of foods accord. to appetite,number of persons eating, nutritional value.	Selects foods according to time of day, nourishment, compatibility.								
ask n s	Remains at task for 5 to 10 minutes when distractions present.	Remains at task for 10 to 15 minutes when distractions present.	Remains at task for 15 to 25 minutes when distractions present.	Remains at task for 25 to 45 minutes when distractions present.	Remains at task for full class period when distractions present.						
00% d ly.	Independently evaluates quality of work product consistent w/teacher's evaluation.										
s ds).	Reads primer to self/aloud.	Reads story to self and tells, illustrates, or acts out events in sequence.	Reads aloud in meaningful phrases. Uses punctuation as a guide, approp. expression.	Reads silently --moving lips OK--using finger to keep place on page.	Turns page at correct time when story being read aloud by other.	Reads silently without using finger to keep place.	Answers questions on material read aloud or silently to self.	Reads to obtain info. to answer questions.Picks out pieces of info. from newspapers,etc.	Selects items based upon written description.	Selects main idea of simple paragraph.	Reads Choos books
nd n 9.	Counts orally by tens to 100/ fives to 100/ threes to 99.	Carries in addition using rt. to left movement Borrows in subtraction using left to rt.	Performs all addition and subtraction facts to 100.	Performs all addition and subtraction facts to 1,000.	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4.	Performs multiplication combinations to 3.	Solves practical word problems requiring addition and subtraction.	Performs division facts to 3.	Performs multiplication combinations and division facts to 9.	Multiplies and divides two-place numbers by one-place numbers.	Multi divid or fo numbe one-p numbe
to - ght ed	Combines coins to equal an odd total up to 24¢.	Combines coins to equal an odd total up to 49¢.	Combines coins to equal an odd total up to 99¢.	Names months in succession and current month; locates month on calendar.	Tells time to 5-minute intervals.	Counts out correct change up to one quarter.	Counts out correct change up to half-dollar.	Counts out correct change up to one dollar.	Counts out correct change from over one dollar.	Tells linear and liquid measurement facts.	Tells of it neare and o scale
es en- g	Prints/writes own first and last name without model.	Prints/writes simple sentences without model.	Prints/writes father's/mother's first and last name	Prints/writes number and street in address without	Prints/writes simple paragraphs, without model.	Copies letter(s) or word(s) that is on left of same page.	Copies letter(s) or word(s) that is above on same page.	Copies letter(s) or word(s) that is on separate paper to the left or above.	Copies 6-inch letters from board located 1 foot from pupil/3 feet/	Copies some letters of word from board in front of room.	Copie lette words board of ro

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TA CRUZ, CALIFORNIA 95060
D R. FICKEL, SUPERINTENDENT

TEACHER _____

SCHOOL _____ DISTRICT _____

0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	∞
to s- cti-	Participates in peer-group activities when not asked.	Disapproves of offensive peer behavior by ignoring or actively discouraging it.	Verbalizes feelings of anger with other students/ teacher.	Initiates a compromise to resolve conflict with peer.	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts).	Takes part in peer group activities such as clubs, teams, dances, parties.	Participates in peer-group activities when asked.	Leads peer group in various play and work activities.	
or/	Reports fire to fire dept. by phone;contacts police;contacts hospital/ ambulance.	Avoids known dangerous plants animals,insects. Recognizes common harmful substances.	Follows water safety rules.	Follows safety signs and signals (e.g., red lights, exit signs).	Tells and/or demonstrates fire prevention rules --use of fire alarm and extinguisher.	Identifies and locates source of odor of gas leak. Warns others or seeks help.	Identifies flammable liquids. Follows label precautions when storing/using.	Observes safety precautions in building and extinguishing a fire.	
	Converses with people in various classes/situations,making self clear and understandable.								
ms	Selects main idea of simple paragraph.	Reads books. Chooses own books.	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject.	Reads stories/ books to others.	Uses independent reading to initiate activities.	Researches given topic. Locates books in library using card catalogue.	Follows written instructions in sequence to complete an activity.	Reads at average rate for peer group.	
lti- om- ind acts	Multiplies and divides two-place numbers by one-place numbers.	Multiplies and divides three- or four-place numbers by one-place numbers.	Solves practical word problems requiring multiplication and division.	Multiplies and divides two-place numbers by two-place numbers.	Multiplies and divides three- or four-place numbers by two-place numbers.	Equates fraction and decimal notation (e.g., 3/4 = .75).	Adds and subtracts fraction and decimal quantities.	Multiplies and divides fractions and decimals. Computes simple percentages.	
ange one	Tells linear and liquid measurement facts.	Tells weight of item to nearest pound and ounce on scale.	Matches coins and/or bill to decimal and symbol (e.g., dime = $.10).	Tells time to the minute.	Measures using inch, foot, yard.	Tells exact weight of item (fractions of unit).	Uses measurement facts (e.g., 16 oz = 1 lb.) to compute weight.	Selects items of total price under amount possessed. Counts change from purchase.	
nch om ted m t/	Copies some letters of word from board in front of room.	Copies all letters and words from board in front of room.	Prints/writes personal letters. Prints/ writes full address.	Prints/writes letters w/approp. salutations,closings, placement. Addresses envelope	Prints/writes legibly using consistent slant, pencil pressure,spacing between ltrs	Holds pencil in relaxed fashion.	Writes own signature.	Prints and writes all written communication (e.g., factual, creative, personal).	

30 SOCIAL SPEECH	○ Stutters, stammers, mumbles ○ Speaks rapidly, nervously ○ Speaks rapidly w/short lapses of time between words ○ Speaks slowly w/long lapses of time between words ○ Speaks using inappropriate volume ○ Speaks in a muffled, garbled, unclear manner ○ Uses verbal obscenities and vulgarities ○ Rarely participates in class discussions ○ Does not follow verbal rules of etiquette ○ Continually changes subject w/out closure of any one area ○ Stands too near/far when speaking to another	Maintains appropriate social distance when speaking to another.	Responds to and makes verbal greetings and farewells.	Asks for what is desired.	Says "thank you" "you're welcome", or "please" when reminded.	
31 SOCIAL EATING	○ Eats too fast or too slow ○ Eats/grabs another's food ○ Chews/eats w/mouth open ○ Requires bib when eating ○ Holds head too close to plate ○ Eats w/two hands at once ○ Eats w/out keeping hand in lap ○ Sits w/feet on chair ○ Refuses to taste new foods ○ Eats only one type of food ○ Eats w/out keeping napkin in lap ○ Eats w/out using napkin to wipe hands/face ○ Talks w/mouth full ○ Smacks lips ○ Takes abnormal portions of foods ○ Leaves table before others are finished	Retrieves lunch pail or bag.	Sets or prepares table.	Sits at table during mealtime.	Maintains upright position at table.	
32 ATTENTION SPAN	○ Remains at task only when distractions are not present ○ Ignores teaching-oriented classroom stimuli ○ Attends to task only with continual direction and/or assistance ○ Displays bored behavior during classroom activities ○ Attends to others' activities rather than own tasks ○ Substitutes another activity for assigned task	Attends to easy/familiar task from 0 to 5 seconds when supervised.	Attends to easy/familiar task without supervision from 0 to 5 seconds.	Attends to easy/familiar task for 5 to 10 seconds when supervised.	Attends to easy/familiar task without supervision for 5 to 10 seconds.	
33 TASK COMPLETION	○ Starts or completes assignments rarely ○ Delays or puts off starting assignments ○ Works on assignment only when given individual directions/attention ○ Stops work if any problem or interference is experienced ○ Completes task in non-assigned order ○ Consistently ignores instructive classroom stimuli	Starts task only w/much reminding from teacher--continual reinforcement.	Starts task before end of class period w/ little reminding--minimal reinforcement.	Starts task before end of class period w/ no reminding--no attention/ reinforcement.	Starts task (e.g., cleanup) at assigned time with some prompting.	
34 READING	○ Holds paper at other than 90-degree angle to read ○ Reverses letters ○ Moves eyes irregularly when reading ○ Incorrectly answers questions based on written material ○ Substitutes, omits or adds words when reading written material aloud ○ Points to individual words as they are being read ○ Usually loses place in group reading ○ Does not follow written directions ○ Moves lips while reading silently ○ Does not phonetically attempt to read new words ○ Reads w/lack of expression	Plays with book as toy.	Opens book turns right side up.	Turns pages two-three at a time.	Points to picture of familiar object.	
35 MATH	○ Does not add or subtract correctly ○ Does not multiply or divide correctly ○ Has difficulty solving word problems ○ Forgets sequence of steps in long division ○ Carries and/or borrows from wrong direction in addition, subtraction	Sorts according to shape, size and length.	Locates big and little, large and small in groups of two objects.	Arranges objects in order of size from smallest to largest.	Determines which of two groups has more and less, many and few.	
36 PRACTICAL MATH	○ Confuses value of coins ○ Confuses days of week, months of year ○ Tells time incorrectly ○ Counts out change incorrectly ○ Uses measuring tools ineffectively	Looks at/for clock when asked "Is it recess, lunch, bed time?"	Selects long, longer, longest from group of objects.	Selects heavier, lighter, same weighted object from group of objects.	Exchanges coins for desired item--no value concept.	
37 WRITING	○ Forms letters from right to left rather than from left to right ○ Dissociates letters into separate parts ○ Reverses letters in words (saw = was) ○ Mirrors letters/numbers (b for d, p for q) ○ Perseverates letters ○ Writes cramped, uneven, large letters ○ Holds pencil with fist, rather than fingers ○ Copies from blackboard incorrectly ○ Writes slowly ○ Writes using varied slant, pencil pressure, or spacing between letters	Makes marks with pencil or crayon held in fist.	Scribbles with pencil or crayon held in fist.	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	
38 SPELLING	○ Spells according to own rules ○ Pairs sounds to letters incorrectly ○ Blends sounds incorrectly ○ Gives up when asked to spell	Says what sound the written letters m, p, b make.	Points out which letter in a word makes a given sound.	Verbalizes which letter in a word makes a given sound (e.g., says "p" in pat).	Writes letter when its name is spoken (e.g., writes p).	
39 REASONING	○ Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences ○ Has difficulty making judgments in sequence, size, weight, situation	Sorts objects by color/shape/ size/length.	Points to or places object up, down/on, in, out/under, over, top, bottom/by, beside, etc.	Draws picture to illustrate one piece of information (e.g., draws a man).	Locates which out of five objects or pictures doesn't belong in same class/category.	
40 MUSIC AND RHYTHMS	○ Moves to music in non-rhythmic way ○ Marches/dances ignoring beat ○ Uses rhythm instrument but produces no pattern	Mimics simple gross rhythmic hand movements. (e.g., claps with music)	Entertains self playing with musical toys (e.g., push/ pull type toy).	Mimics simple gross rhythmic foot movements (e.g., marks time with feet).	Moves in circular pattern.	
41 ART AND CRAFTS	○ Scribbles but does not draw ○ Tears/rips paper but produces no designs ○ Uses paste ineffectively ○ Has difficulty cutting with scissors	Entertains self looking at picture books.	Makes one-color drawings.	Finger paints.	Colors picture using a variety of colored crayons/pencils.	
42 PRE-VOCATIONAL SKILLS	○ Neglects to determine information about potential job(s) ○ Prepares inadequately for job interviews and jobs ○ Gets lost when going to work ○ Appears inept/awkward on the job ○ Arrives late for work/appointments ○ Spends money on inappropriate items and has an inadequate amount left for necessities	Determines own skills possessed	Determines job area interests after a number of training settings.	Reads newspaper to locate jobs or training.	Contacts Department of Human Resources to locate jobs or training.	
43 KITCHEN SKILLS	○ Washes dishes ineffectively ○ Puts dishes away in wrong places ○ Neglects cleaning of kitchen and appliances ○ Spills while stirring, carrying liquids ○ Burns food ○ Burns self when removing food from oven ○ Needs help in preparing shopping list, selecting food items ○ Has difficulty reading and following menus ○ Neglects to refrigerate frozen foods ○ Neglects to set table completely	Evidences desire to help another cook or prepare food.	Scrapes and rinses dishes.	Measures detergent for soapy hot water.	Washes dishes with another person.	
44 HOMEMAKING SKILLS	○ Leaves bed unmade ○ Uses vacuum ineffectively ○ Neglects to clean house ○ Attempts to use iron but does not remove wrinkles ○ Needs reminders to wash clothes ○ Leaves dust on furniture ○ Lets garbage, trash, ash trays overflow	Mimics adult's concern about spill or dirt.	Mimics adult's cleanup behavior.	Evidences concern about or pays attention to spills or dirt.	Cleans up spills or dirt by cloth, mop or broom when told it is necessary.	
45 OUTDOOR SKILLS	○ Waters lawn, missing large areas ○ Has difficulty using lawnmower ○ Cleans car/ house exterior/lawn poorly ○ Lacks gardening skills	Waters lawn/ ground plants/ seedbeds with hose.	Waters lawn with automatic sprinkler.	Cuts lawn with hand mower.	Cuts lawn with power mower.	
		1.0	2.0	3.0	4.0	

Says "thank you" "you're welcome", or "please" when reminded.	Says "thank you", "you're welcome", or "please" after some hesitation.	Says "Thank you" for compliments or service. Says "please" with requests.	Makes excuses for interruption.	Looks up/says "oh" while interrupting.	Raises hand while interrupting.	Hesitates or stops self while interrupting.	Says "excuse me" when interrupting.	Wants to be acknowledged verbally or by gesture before speaking.	Remains quiet when others are talking.	Uses correct titles when addressing people.
Maintains upright position at table.	Handles only own food/drink.	Uses utensils/ food for their intended purposes.	Leaves plate/ bowl/glass on table when finished eating.	Keeps food and utensils on plate/in bowl.	Requests aid for spills.	Chews and swallows quietly with lips closed.	Eats most foods in a tidy manner.	Requests food/ drink be passed at the table.	Passes food/ drink on request.	Cleans up spills.
Attends to easy/familiar task without supervision for 5 to 10 seconds.	Attends to easy/familiar task for 10 to 15 seconds when supervised.	Attends to easy/familiar task without supervision for 10 to 15 seconds.	Attends to easy/familiar task for 15 to 30 seconds when supervised.	Attends to easy/familiar task without supervision for 15 to 30 seconds.	Attends to easy/familiar task for 30 to 45 seconds when supervised.	Attends to easy/familiar task without supervision for 30 to 45 seconds.	Attends to easy/familiar task for 45 seconds to 1 minute when supervised.	Attends to easy/familiar task without supervision for 45 seconds to 1 minute.	Attends to easy/familiar task for 1 minute to 5 minutes when supervised.	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.
Starts task (e.g., cleanup) at assigned time with some prompting.	Starts task at assigned time with no prompting.	Completes 0-10% of task only with continual attention/ reinforcement.	Completes 0-10% of task with some attention/ reinforcement.	Completes 0-10% of task with little attention/ reinforcement.	Completes 10-25% of task only with continual reinforcement/ attention.	Completes 10-25% of task with some attention/ reinforcement.	Completes 10-25% of task with little attention/ reinforcement.	Completes 25-50% of task only with continual attention/ reinforcement.	Completes 25-50% of task with some attention/ reinforcement.	Completes 25-50% of task with little attention/ reinforcement
Points to picture of familiar object.	Turns pages one at a time.	Matches objects by color/size/ shape.	Reproduces pegboard designs in terms of number, color, direction.	Places five pictures in logical sequence left to right.	Visually matches identical words in group of grossly different words.	Visually matches identical words in group of similar written words.	Names capital and lower case consonants when shown written letter.	Names capital and lower case vowels when shown written letter.	Says what sound capital & lower case consonants make when shown the written letter.	Says how the following con sonant blends sound when shown the ltr (See Bookle
Determines which of two groups has more and less, many and few.	Locates big, bigger, biggest and small, smaller, smallest in group of objects.	Locates first, middle, and last in group of objects.	Constructs set of one object.	Constructs set of two objects.	Constructs set of three objects.	Counts orally to three.	Constructs set of four, five, six. . .ten objects.	Counts orally to ten.	Locates object of given number in group of ten. (e.g., fourth object)	Matches groups having equal numbers of objects up to ten.
Exchanges coins for desired item--no value concept.	Matches coins (e.g.,quarter to quarter, dime to dime).	Adds items to balance a preset balance scale.	Names penny.	Selects penny when presented with penny, nickel, dime.	Names nickel and dime.	Selects nickel/ dime when presented with penny, nickel, dime.	Names quarter and half-dollar.	Selects a quarter/half dollar from group of coins.	Compares value of coins (e.g., dime is worth more than nickel).	Reads numerals on clock face. Associates han placement with routine activi
Draws a horizontal line, imitating adult.	Performs push-pull strokes imitating adult.	Draws circle, imitating adult.	Draws line between two parallel lines.	Draws recognizable face with eyes, nose, mouth.	Holds pencil or crayon in fingers.	Draws horizontal/vertical line, copying model.	Draws oblique lines, copying models.	Draws vertical cross, imitating adult.	Draws square, imitating adult.	Draws oblique cross, imitating adult.
Writes letter when its name is spoken (e.g., writes p).	Writes letter when its sound is spoken.	Says what sound the written letters h, w, wh make.	Points out which letter(s) in a word makes a given sound.	Verbalizes which letter(s) in a word makes a given sound.	Writes letter(s) when its name is spoken.	Writes letter(s) when its sound is spoken.	Says what sound the written letters t, d, c, k, g, f, v make.	Points out which letter in a word makes a given sound.	Verbalizes which letter in a word makes a given sound.	Writes letter when its name is spoken.
Locates which out of five objects or pictures doesn't belong in same class/category.	Gives one reason why object or pictured object doesn't belong with other four.	Sorts five multiply-classed objects or pictures according to class/category.	Names classes/ categories of sorted objects.	Sorts five multiply-classed pictured objects according to function.	Matches like objects/pictures of objects.	Matches like letters/words.	Places three simple pictures in sequence.	Orders three written or verbal sentences in sequence.	Makes judgments in size.	Makes judgment in length.
Moves in circular pattern.	Sways and rocks whole body using simple rhythmic movement.	Makes fine hand/ foot rhythmic movements (e.g., snaps fingers, taps foot).	Plays rhythm instruments.	Marches in time to repetitious beat.	Shifts body rhythm when music tempo changes.	Participates in group songs with singing voice.	Follows/mimics others' play activities.	Hums/sings parts of familiar songs.	Plays simple rhythmic patterns on rhythm sticks.	Sings phrases of songs.
Colors picture using a variety of colored crayons/pencils.	Paints pictures using a variety of colors.	Makes simple shapes from clay.	Draws/paints, telling or showing what he is doing.	Relates color to objects (e.g., colors apples red).	Entertains self with resources at hand.	Cuts/tears paper to make designs/shapes.	Pastes materials to make a collage.	Forms geometric shapes with connecting or stack toys.	Draws simple recognizable forms on request (e.g., man, dog).	Uses art skill to make a craf product (e.g., cut, paste).
Contacts Department of Human Resources to locate jobs or training.	Determines job possibilities in the community.	Identifies skills needed for jobs in the community.	Determines need for additional training based on interest and current skills.	Determines tools or equipment needed for each job, if possible.	Role plays job interviews--demonstrates variety of roles applicants can play.	Discusses the consequences of choosing job/ company unwisely.	Role plays on-the-job behavior: how to address/interact w/boss, coworkers, others.	Fills out job applications.	Determines how to get to potential job/ interviews.	Uses elevators or steps to ge to higher floors.
Washes dishes with another person.	Washes dishes alone.	Dries dishes or arranges dishes in proper places in drying rack.	Puts dishes away in proper places.	Cleans up kitchen (picks up dishes, cleans table, kitchen area).	Cleans sink.	Cleans stove.	Cleans refrigerator.	Cleans cupboards, cleans drawers.	Sweeps floors.	Uses common available kitchen utensils (e.g., knives, spoons etc.).
Cleans up spills or dirt by cloth, mop or broom when told it is necessary.	Picks up paper and trash.	Places trash in proper receptacle.	Plays house, performing duties that parents or other adults have been seen to do.	Plays house, performing role-differentiated duties.	Dusts furniture.	Empties wastebaskets, ashtrays, garbage can.	Vacuums small room.	Vacuums more than one room.	Cleans up entire house using vacuum cleaner.	Determines when vacuuming is necessary.
Cuts lawn with power mower.	Rakes lawn for grass/leaves.	Identifies and uses common gardening tools.	Cleans, maintains garden tools & returns them to their storage area.	Digs hole for tree/bush.	Turns ground over.	Rakes ground to level and clean.	Digs furrows for seeds.	Plants seeds at regular intervals or broadcasts them.	Covers seeds with correct amount of soil.	Identifies weeds.

4.0 5.0 6.0 7.0 8.0 9.0 10.0 11.0 12.0 13.0 14.0

	Uses correct titles when addressing people.	Laughs at slapstick comedy.	Laughs at comments intended to be humorous.	Answers telephone and carries on simple conversation.	Speaks using appropriate volume in different situations.	Speaks using appropriate pitch in different situations.	Speaks at appropriate speed for the situation.	Speaks using appropriate tone in different situations.	Speaks without stuttering or stammering.	Speaks without pausing between words or word groups--flowing speech.	Speaks without mumbling.
	Cleans up spills.	Eats at reasonable pace without bolting or dawdling.	Uses napkin to wipe hands, mouth during and after meal.	Keeps napkin in lap.	Eats with one hand in lap.	Keeps elbows off the table.	Obtains replacement if utensil drops to floor.	Chews and swallows to empty mouth before speaking.	Eats items of a meal in standard order (e.g., desserts last).	Samples new foods.	Eats with supervis
ar n	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes.	Attends to easy/familiar task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute without supervision.	Attends to difficult/novel task for 1 to 5 minutes when supervised.	Attends to difficult/novel task for 1 to 5 minutes without supervision.	Attends to easy/familiar task without supervision for 10 to 25 minutes.	Attends to difficult/novel task for 5 to 10 minutes when supervised.	Attends t difficult task for 10 minute without supervisi
with on/ t.	Completes 25-50% of task with little attention/ reinforcement.	Completes 50-75% of task only with continual attention/ reinforcement.	Completes 50-75% of task with some attention/ reinforcement.	Completes 50-75% of task with little attention/ reinforcement.	Completes 75-100% of task only with continual attention/ reinforcement.	Completes 75-100% of task with some attention/ reinforcement.	Completes 75-100% of task with little attention/ reinforcement.	Continues to work or seeks help w/task when faced with problems/potential failures.	Completes 100% of task.	Determines realistically when task is complete.	Completes in assign order 0-2 the time.
und wer nts own	Says how the following consonant blends sound when shown the ltrs. (See Booklet).	Reads simple three-letter words paired with picture.	Says what sounds capital and lower-case vowels make when shown the written letter.	Sight reads the following words: are, jump, fly, after, two, before, eat, in, (See Booklet).	Sight reads the following words: thank, eight, once, laugh, try, know, (See Booklet).	Says how the following consonant digraphs sound: ft, ng, gh, lp, nc, gl, (See Booklet).	Says how the following trigraphs sound: spr, str, thr, sch, ght, rst, spl, tch, shr, spl.	Says how the following vowel diphthongs sound: ou, oi, oo.	Scans letters of word left to right.	Blends letter sounds to say the word as a unit.	Sight rea iliar mea units (e. blends, c ant/vowel graphs, e
ct nber ten.	Matches groups having equal numbers of objects up to ten.	Locates front and back, left and right.	Determines when enough, not enough, too many obj. in a group to match specified number.	Finds group having more, less, same number of objects as given group (up to ten).	Reads and writes numerals (1, 2, 3) to 3.	Matches numbers (0-10) with appropriate points on a number line.	Identifies what number comes before & after a given number or between two numbers (up to 10).	Counts orally to 19.	Counts backward from 10.	Reads and writes numerals to 19.	Performs tion fact three wit actual ob
ue g., h	Reads numerals on clock face. Associates hand placement with routine activity	Measures using tool same length as line (e.g., uses ruler to measure 12-inch line).	Adds items to attain a premarked point on scale of weights.	Uses evenly spaced markings on tool to measure a line shorter than the tool.	Measures liquid to capacity of container, to marked line on container.	Names days of week in succession.	Relates "today, tomorrow, yesterday" to days of the week.	Tells time using before and after.	Locates day of week on calendar.	Locates date on calendar--number and day.	Uses morn afternoon night to cribe par the day.
,	Draws oblique cross, imitating adult.	Draws triangle, imitating adult.	Draws diamond, imitating adult.	Colors within heavy outlines/ within faint outlines.	Draws three-part man, six-part man.	Draws letter/ number shapes, copying models.	Prints/writes letters, numbers, imitating adult.	Draws circle, crosses, square, triangle, diamond, copying model.	Prints/writes numbers and letters, copying model.	Draws circle, crosses, square, triangle, diamond without model.	Prints/wr the follo numbers a letters w models: Booklet)
akes nd.	Writes letter when its name is spoken.	Writes letter when its sound is spoken.	Says what sound the written letters l, r, n, j, y, s, z, x make.	Points out which letter makes a given sound.	Verbalizes which letter makes a given sound (e.g., says "r" in rat).	Writes which letter makes a given sound (e.g., writes r).	Writes letter when its sound is spoken.	Says what long sound the written letters a, e, i, o. u, y make.	Says what short sound the written letters a, e, i, o, u, y make.	Points out which letter in a word makes a given sound (e.g., points to a in pat).	Verbalize which let a word ma given sou (e.g., sa in pat).
ents	Makes judgments in length.	Makes judgments in weight.	Makes judgments in distance.	Makes judgments in temperature.	Makes judgments in time.	Makes judgments in speed.	Draws picture to illustrate two pieces of information (e.g., draw a sad man).	Determines three ways in which objects are similar.	Determines three ways in which objects are different.	Draws a picture to illustrate three pieces of information.	Places fo pictures sequence.
e ks.	Sings phrases of songs.	Reproduces some actions to familiar songs.	Claps to beat of familiar songs or to speech cadence/ patterns.	Bounces ball (rhythmically).	Matches notes or tones.	Imitates high and low notes or tones vocally.	Plays records at appropriate speeds.	Plays rhythm instrument in simple pattern.	Improvises body movements to follow tempo/ rhythm.	Sings whole songs by rote.	Plays rhy instrumen various r patterns.
e e g.,	Uses art skills to make a craft product (e.g., cut, paste).	Cuts/pastes a variety of materials to made 3D design.	Pastes colored cutouts to make a complete picture.	Divides pictures into different areas (e.g., ground, sky).	Makes simple product by weaving.	Models with clay.	Builds objects with common materials.	Designs and constructs collages.	Uses art and crafts skills during leisure time.	Scales objects in drawings (e.g., car larger than man).	Carves so balsa woo
ow ob/	Uses elevators or steps to get to higher floors.	Determines job-related info: duties, hours, location, pay & pay period, benefits, etc.	Acquires necessary tools for obtained job.	Determines method and route for travel.	Describes his location by street signs.	Rides bus to one specific location.	Travels to and from work.	Uses the community public transportation system with no change of bus.	Uses the community public transportation system with change of bus required.	Uses alternate method(s) of transportation if one is unavailable.	Uses pub transport for unfa journeys
rs.	Uses common available kitchen utensils (e.g., knives, spoons, etc.).	Cleans produce.	Cuts food into large pieces when preparing food for meals.	Peels and grates food for meals.	Shells and dices foods.	Identifies different foods (meats, fish, fruits, dairy, cereal grains, vegetables).	Stirs food without spilling.	Carries filled container without spilling.	Obtains ingredients for recipe when told or shown what they are.	Carries out operations called for in recipe when operations are explained & demonstrated.	Follows with supe
e m	Determines when vacuuming is necessary.	Cleans/washes sinks, toilets, floors, walls, mirrors, etc., with supervision.	Cleans/washes sinks, toilets, floors, walls, mirrors, chalkboards w/out supervision.	Waxes floors with supervision.	Waxes floors without supervision.	Cleans house when reminded it is necessary.	Independently determines when to clean house.	Cleans or dusts using appropriate tool.	Waters indoor plants.	Hand washes clothes in sink.	Helps an wash clo machine.
s t oil.	Identifies weeds.	Pulls weeds.	Identifies plant disease or insect problems.	Obtains advice on garden problems.	Prunes trees/ shrubs using appropriate tools.	Starts/stops power mower.	Sprays plants for insects, disease.	Places plants/ bushes, trees in ground around house.	Prepares cuttings using appropriate tools.	Mixes soil.	Prepares flats.

0 14.0 15.0 16.0 17.0 18.0 19.0 20.0 21.0 22.0 23.0 24

nout tween ord lowing	Speaks clearly without mumbling.	Requests food or other items appropriately in public.	Participates in class discussions.	Uses acceptable language--does not use obscenities or vulgarities.	Initiates/pursues topics in conversation consistent with place, role, social situation.	Pauses to allow others to speak.	Adjusts responses or actions to type of call at door or on phone.	Models speech/tone after others in group.	Speaks on one subject long enough to obtain closure.	Concludes or accepts conclusion of conversation in a polite manner.	
w	Eats without supervision.	Waits until designated time to leave table.	Puts lunch pail away.	Throws garbage in can.	Takes dirty dishes to designated area.	Cleans off dishes, disposes of left-over food.	Sorts dishes into proper places	Washes dishes.	Cleans up eating/drinking area.	Sweeps floor under eating area.	
/novel 5 to s when d.	Attends to difficult/novel task for 5 to 10 minutes without supervision.	Attends to difficult/novel task for 10 to 25 minutes when supervised.	Attends to difficult/novel task for 10 to 25 minutes without supervision.	Works in small group for 0 to 5 minutes.	Works in small group for 5 to 10 minutes.	Attends to task(s) for full class period when supervised.	Works in small group for 10 to 25 minutes.	Attends to task(s) without supervision for one full class period.	Works in small group for full class period--assigned time.	Remains at task for 0 to 5 minutes when distractions present.	
s ally is	Completes tasks in assigned order 0-25% of the time.	Completes tasks in assigned order 25-50% of time.	Completes tasks in assigned order 50-75% of time.	Completes tasks in assigned order 75-100% of time.	Reviews or checks own work before handing it in as complete.	Completes 100% of task and proofreads or checks work to ensure completion.	Completes 100% of task, proofreads and corrects.	Checks work against model or standard.	Completes 100% of task with corrections and begins new task when reminded.	Completes 100% of task and begins new task independently.	
tter say as a	Sight reads familiar meaningful units (e.g., blends, consonant/vowel digraphs, etc.)	Decodes multisyllabic words by breaking them into familiar meaningful units.	Blends letter and meaningful unit sounds to say the multisyllabic word as a unit.	Reads by sight 100 words.	Scans words on page left to right; scans page top to bottom.	Reads phrases/sentences.	Correctly answers questions related to previously read sentence.	Reads and follows simple written directions (e.g., enter, exit, pull).	Reads simple paragraphs.	Reads pre-primer (less than 50 words).	
merals	Performs addition facts of three with actual objects.	Performs subtraction facts of three with objects.	Counts orally to 49/to 100.	Reads and writes numerals to 49.	Places <, =, > between two numbers (up to 25) to make a true statement.	Constructs set of 100 objects.	Counts orally over 100.	Reads and writes numerals to 100/over 100.	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 19.	
date dar-- nd day.	Uses morning, afternoon, night to describe parts of the day.	Tells time at the hour--minute hand on 12.	Tells time at the quarter hour--15, 30, 45 minutes.	Measures using tool shorter than the line and counting the lengths.	Names bill denominations and compares values ($1, $5, $10).	Combines coins to equal larger one (e.g., 2 nickels = one dime).	Tells counting facts (e.g., 12 eggs = one dozen).	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Measures liquids to specified line in container having several marked lines.	Adds items to attain a requested weight on a numbered scale of weights.	
rcle, square, dia- lout	Prints/writes the following numbers and letters without models: (See Booklet).	Forms numbers and letters from left to right.	Prints/writes all letters in the alphabet, all numbers 0-9, correctly without models.	Prints/writes own first name, copying model.	Prints/writes own first name without model.	Prints/writes own first name using a capital first letter.	Prints/writes simple words, copying models.	Prints/writes simple words, without models.	Prints/writes own last name, copying model.	Prints/writes simple sentences, copying model.	
t tter in kes a und oints pat).	Verbalizes which letter in a word makes a given sound (e.g., says "a" in pat).	Writes letter when its name is spoken.	Writes letter when its sound is spoken (e.g., writes a for ă, ă).	Says what sound the following written blends make: th, pl, st, gr, bl, kn, (See Booklet).	Points out which letters in a word make a given sound (e.g., points to sp in spat).	Verbalizes which letters in a word make a given sound (e.g., says "sp" in spat).	Writes letters when their sound blend is spoken.	Says what sound vowel diphthongs ou, oi, oo make.	Points out which letters in a word make a given sound (e.g., points to ou in out).	Verbalizes which letters in a word make a given sound (e.g., says "ou" in out).	
picture trate ces of ion.	Places four pictures in sequence.	Orders four written or verbal sentences in sequence.	Finds the incongruous/out-of-place/misdirected object.	Completes sequential pattern of four objects.	Places five or more pictures in sequence.	Orders five written or verbal sentences in sequence.	Completes sequential pattern using abstract media.	Makes judgments in sequence.	Matches objects, pictures, words, sounds, that belong together.	Matches opposites (e.g., hot and cold).	
ole rote.	Plays rhythm instrument in various rhythm patterns.	Sings parts of contemporary songs from memory.	Plays accent beat of music on rhythm instrument.	Plays a few bars of music on melody instrument.	Dances using simple steps (e.g., modern dance or waltz).	Sings simple rounds taking one part.	Performs square dancing.	Plays rhythm counterpoint on rhythm instrument.	Plays instrument or sings following conductor's direction in group.	Carries simple harmony to melody.	
bjects ngs ar han	Carves soap, balsa wood.	Entertains self with solitary games.	Uses a variety of art techniques for effect (e.g., shading).	Expresses movement in drawings.	Uses woodworking skills to make a product.	Assembles plastic or wood kits.	Uses sewing skills to make a product.	Draws simple perspectives.	Copies simple art motifs/geometric designs.	Makes decorative house accessories.	
ternate s) of rtation is able.	Uses public transportation for unfamiliar journeys.	Arrives at work on time & follows daily lunch/break schedule.	Demonstrates value of coins to dollar.	Pays for lunches and transportation, making correct change, if required.	Records number of hours spent on job.	Calculates wages for hours worked.	Calculates wages for hours worked minus approximate deductions.	Accepts criticism and attempts to implement suggestions.	Stops work on project when mistake is identified.	Asks for advice after identifying mistake.	
out op- called recipe erations lained & rated.	Follows recipe with supervision.	Uses standard solid and liquid measures (cups, teaspoons, etc.)	Tells when a unit of time has passed; sets oven timer.	Sets oven/burners to given temperature.	Regulates heat of oven/burners as cooking progresses.	Uses pot holders to put items in oven or remove them.	Uses available kitchen appliances (e.g., can opener, egg beater, blender, toaster, etc.)	Follows oral recipe (prepares and cooks) Follows written recipe.	Compiles shopping list from recipe(s).	Compiles shopping list from items missing from home stock.	
shes in	Helps another wash clothes in machine.	Helps another dry clothes in machine or on line.	Sets water/air temperature of washer/dryer.	Washes clothes collected, sorted by another using premeasured washing products.	Washes previously sorted clothes using correct amounts of washing products.	Identifies clothes in need of washing.	Collects, sorts and washes clothes.	Dries clothes --hangs or machine dries.	Helps fold and put away clothes	Folds and puts away clothes.	
soil.	Prepares soil flats.	Propagates seeds.	Transplants sprouts to cans.	Stacks and stores flats and cans.	Pots trees.	Washes flats and cans.	Trims lawn.	Trims hedges.	Shapes trees/bushes--advanced pruning.	Fertilizes container plants.	

3.0 24.0 25.0 26.0 27.0 28.0 29.0 30.0 31.0 32.0 33.0

...nclu-...nver-...a ...ner.	Intentionally makes appropriate humorous remarks.	Makes introductions.	Takes message given on telephone.	Orders service or goods by telephone.	Carries on complex conversation over extended period of time.	Participates in class discussions using average vocabulary for peer group.	Tells story/ joke.	Gives oral reports, speeches.	Expresses a concept verbally.	...converses with people in various classes/situations, making self clear and understandable.	
...poor ...ing	Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house.	Selects portions of foods accord. to appetite, number of persons eating, nutritional value.	Selects foods according to time of day, nourishment, compatibility.								
...t task ...5 ...hen ...ons	Remains on task for 5 to 10 minutes when distractions present.	Remains at task for 10 to 15 minutes when distractions present.	Remains at task for 15 to 25 minutes when distractions present.	Remains at task for 25 to 45 minutes when distractions present.	Remains at task for full class period when distractions present.						
...s 100% ...and ...ew ...ently.	Independently evaluates quality of work product consistent w/teacher's evaluation.										
...- ...less ...words).	Reads primer to self/aloud.	Reads story to self and tells, illustrates, or acts out events in sequence.	Reads aloud in meaningful phrases. Uses punctuation as a guide, approp. expression.	Reads silently --moving lips Ok--using finger to keep place on page.	Turns page at correct time when story being read aloud by other.	Reads silently without using finger to keep place.	Answers questions on material read aloud or silently to self.	Reads to obtain info. to answer questions. Picks out pieces of info. from newspapers, etc.	Selects items based upon written description.	Selects main idea of simple paragraph.	Rea... Cho... boo...
...and ...ion ...9.	Counts orally by tens to 100/ fives to 100/ threes to 99.	Carries in addition using rt. to left movement Borrows in subtraction using left to rt.	Performs all addition and subtraction facts to 100.	Performs all addition and subtraction facts to 1,000.	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4.	Performs multiplication combinations to 3.	Solves practical word problems requiring addition and subtraction.	Performs division facts to 3.	Performs multiplication combinations and division facts to 9.	Multiplies and divides two-place numbers by one-place numbers.	Mul... div... or num... one... num...
...ns to ...re- ...weight ...bered	Combines coins to equal an odd total up to 24¢.	Combines coins to equal an odd total up to 49¢.	Combines coins to equal an odd total up to 99¢.	Names months in succession and current month; locates month on calendar.	Tells time to 5-minute intervals.	Counts out correct change up to one quarter.	Counts out correct change up to half-dollar.	Counts out correct change up to one dollar.	Counts out correct change from over one dollar.	Tells linear and liquid measurement facts.	Tel... of ... nea... and ... sca...
...rites ...senten- ...ying	Prints/writes own first and last name without model.	Prints/writes simple sentences without model.	Prints/writes father's/mother's first and last name without model.	Prints/writes number and street in address without model.	Prints/writes simple paragraphs, without model.	Copies letter(s) or word(s) that is on left of same page.	Copies letter(s) or word(s) that is above on same page.	Copies letter(s) or word(s) that is on separate paper to the left or above.	Copies 6-inch letters from board located 1 foot from pupil/3 feet/ six feet away.	Copies some letters of word from board in front of room.	Cop... let... wor... boa... of...
...es ...tters ...d make ...sound ...says "ou"	Writes letters when diphthong sound is spoken.	Decodes initial consonant of a word.	Decodes initial and final consonants of a word.	Decodes initial, final and medial consonants of a word.	Decodes initial, final and medial vowels of a word.	Spells familiar one-syllable words.	Spells meaningful units.	Decodes familiar multi-syllabic words by breaking them into meaningful unit/ltr.sounds.	Blends ltrs. & meaningful units to spell familiar multi-syllabic word as a unit.	Spells unfamiliar (unknown spelling) one-syllable words.	Spe... un... mu... wo...
...oppo- ...e.g., ...cold).	Completes analogies when given three of the four words/concepts/pictures.	Sorts numbers into piles of ones, tens, hundreds.	Sorts letters into piles of vowels and consonants.	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc.	Alphabetizes a group of words by first letter of word.	Alphabetizes a group of words using all letters in word.	Locates familiar words in the dictionary (known meaning and spelling).	Locates unfamiliar words in dictionary (unknown meaning and spelling).	Uses index to find page on which specific information is located).	Determines possible effect(s) of a given cause.	De... po... ca... gi...
...simple ...to	Participates in social dances with a partner.										
...decora- ...ouse ...ories.											
...or ...after ...fying ...e.	Identifies and corrects mistake on project.	Accepts and follows directions.	Participates in group projects.	Works alone.	Maintains tools in proper condition with supervision.	Maintains tools without supervision.	Uses approximate amount of material required for project--some waste.	Uses only amount of material required for project--little waste.	Evaluates own performance based on company or supervisor standards.	Works slowly--has to be reminded of speed required or schedule to be met.	W... a... s... j...
...es shop- ...ist from ...missing ...ome	Determines approximate amount of money required for amount of food to be bought.	Picks food off shelves in store using shopping list for choices.	Pays for food. Determines correct amount of change (if any) to be received.	Places food in home refrigerator/freezer that was in store's refrigerator/ freezer.	Places opened food in refrigerator.	Places appropriate foods in refrigerator or on shelves.	Chooses food for a simple meal--plans a simple menu.	Plans simple menus for entire day's meals.	Prepares simple meals from previously prepared menus.	Prepares meal which includes complex dish requiring multiple steps (e.g., cookies).	C... k... p... (... u... t...
...and ...away ...es.	Helps with Ironing.	Irons small flat clothes.	Irons simple blouses.	Irons shirts, dresses, pants, etc. and hangs or folds them.	Puts away ironed garments.	Determines when clothes need ironing (appearance, situational use).	Irons clothes when necessary.	Helps another straighten bed.	Identifies name, function & position of top sheet, bottom sheet, blanket, spread, etc.	Helps another to change bed.	P... c... b...
...lizes ...ainer ...s.	Sets and maintains gopher traps.	Operates rototiller.	Operates tractor.	Operates or works in roadside fruit and vegetable stand.	Hauls appropriate trash and cuttings to compost pile.	Irrigates large areas.	Picks field crops.	Sorts picked crops for ripeness, edibility.	Sacks and loads picked crops for shipment.	Mixes paint.	

...3.0 34.0 35.0 36.0 37.0 38.0 39.0 40.0 41.0 42.0 43.0

erses with le in vari- classes/sit- ions,making f clear and erstandable.								
ects main ea of simple ragraph.	Reads books. Chooses own books.	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject.	Reads stories/ books to others.	Uses independent reading to initiate activities.	Researches given topic. Locates books in library using card catalogue.	Follows written instructions in sequence to complete an activity.	Reads at average rate for peer group.	
ltiplies and vides two- lace numbers one-place bers.	Multiplies and divides three- or four-place numbers by one-place numbers.	Solves practical word problems requiring multiplication and division.	Multiplies and divides two-place numbers by two-place numbers.	Multiplies and divides three- or four-place numbers by two-place numbers.	Equates fraction and decimal notation (e.g., 3/4 = .75).	Adds and subtracts fraction and decimal quantities.	Multiplies and divides fractions and decimals. Computes simple percentages.	
ells linear nd liquid easurement acts.	Tells weight of item to nearest pound and ounce on scale.	Matches coins and/or bill to decimal and symbol (e.g., dime = $.10).	Tells time to the minute.	Measures using inch, foot, yard.	Tells exact weight of item (fractions of unit).	Uses measurement facts (e.g., 16 oz = 1 lb.) to compute weight.	Selects items of total price under amount possessed. Counts change from purchase.	
pies some etters of ord from oard in front f room.	Copies all letters and words from board in front of room.	Prints/writes personal letters. Prints/ writes full address.	Prints/writes letters w/approp. salutations,closings, placement. Addresses envelope	Prints/writes legibly using consistent slant, pencil pressure,spacing between ltrs	Holds pencil in relaxed fashion.	Writes own signature.	Prints and writes all written communication (e.g., factual, creative, personal).	
pells unfamiliar (unknown spelling) one-syllable words.	Spells unfamiliar multi-syllabic words.	Spells words which are similar in consonant sounds.	Spells words which are similar in vowel sounds.	Spells similar words correctly when context provided.	Spells homonyms correctly when context provided (e.g., ate, eight).	Spells aloud or writes according to conventional standards.	Uses dictionary to locate spelling of unfamiliar words.	
etermines ossible ffect(s) of a iven cause.	Determines possible cause(s) of a given effect.	Determines possible consequence(s) of a given action in a choice of two.	Determines possible consequences of both actions in a choice of two.	Compares consequences of both actions.	Makes decision based upon the consequences of the two actions.	Determines possible consequences of 3 or more actions in a multiple-choice situation	Explains meaning or moral of fairy tales, fables, proverbs, sayings, news events,etc.	
Works slowly-- has to be reminded of speed required or schedule to be met.	Works steadily at reasonable speed to get job done.	Identifies banking deposit slips, withdrawal slips and checks.	Makes bank deposits/withdrawals and writes checks.	Determines necessities for living & approximates costs of rent, food, etc.	Works out a simple budget and budgets paycheck.	Follows budget.	Discusses and role plays approp.behaviors relative to different social & work situations.	
Prepares meal which includes complex dish requiring multiple steps (e.g.,cookies).	Cleans up kitchen after preparing food (includes returning ingredients to shelves)	Identifies four basic food groups.	Places dishes/ glasses on the table.	Places silver on the table.	Places tablecloth or placemats on table. Places napkins at each place.	Sets entire table by self.	Serves food by self.	
Helps another to change bed.	Puts on flat or fitted bottom sheet.	Straightens bed alone when told to do so.	Changes bed alone when told to do so.	Straightens and changes bed when necessary.	Determines when an appliance is inoperative and in need of repair.	Arranges for minor repairs to be accomplished on appliances.	Sews buttons, patches clothing	
Mixes paint.	Paints house.	Cleans house windows.	Cleans car interior and car windows.	Washes car.	Washes and dries car.	Washes, dries and polishes car.		
43.0	**44.0**	**45.0**	**46.0**	**47.0**	**48.0**	**49.0**	**50.0**	

EC 060 317

PUPIL NAME _____ START DATE _____

IDENTIFYING BEHAVIORS		1.0	2.0	3.0	4.0	5.0
46 SIGN LANGUAGE	○Uses only gestures and facial expressions to communicate ○Identifies a limited number of signs ○Does not produce signs on own ○Uses one sign for many words ○Reads and signs only simple words ○Neglects to interpret face, body of speaker to get clues ○Neglects to use own body to give clues ○Signs using gross movements ○Signs only noun and verb in sentence ○Neglects to sign prepositions, conjunctions, articles, plurals, suffixes, etc. ○Uses one sign for all tenses of verb (see booklet)	Communicates by pulling another to show him object, persor or situation.	Uses gestures (facial, arm, feet) to make wants or needs known.	Watches face and body of speaker to get clues as to meaning of signed communication.	Responds to single signs per taining to own wants or needs when signed by another	Imitates signs expr own wants needs when signed by another.
47 FINGER SPELLING	○Neglects to watch fingerspeller to get clues as to meaning of communication ○Fingerspells using only general configurations of words ○Imitates letters but does not produce independently ○Fingerspells only first letter of names ○Identifies only first letter of words, names ○Fingerspells using imprecise movements ○Fingerspells letters with rigid fingers ○Fingerspells letters within word in inconsistent rhythm ○Fingerspells words within sentence in inconsistent rhythm (see booklet)	Watches face and body of fingerspeller to get clues as to meaning of communication.	Recognizes the distinctive finger movemt. of a partcular fspelled letter as symbol for own name.	Relates general configuration of own name to self.	Recognizes distinctive finger movements of finger spelled letters as symbols for names of classmates etc	Relates ge configurat names of c mates and to them.
48 SPEECH READING	○Neglects to watch lips and eyes of speaker ○Reads only words paired with clues ○Follows verbal commands only when paired with clues ○Reads only known words ○Reads lips only of familiar person ○Reads lips of speakers in a group with great difficulty ○Neglects to ask speaker to repeat or rephrase misunderstood communication ○Does not watch entire message of speaker ○Acts on incomplete reading of message ○Participates only in short conversations (see booklet)	Watches facial & bodily expressions of speaker to get clues as to meaning of communication.	Watches lips and eyes of speaker to get clues as to meaning of communication.	Reads own name on lips when paired with physical, facial visual, tactile clues.	Reads own name on lips with no clues.	Locates or requested when ident object is offered as
49 ORIEN—TATION I	○Locates left, right and compass directions incorrectly ○Becomes disoriented while traveling ○Fails to tactually identify land extures, characteristics and features ○Describes street layout, building placemen inaccurately ○Estimates distance, times and rates inaccurately ○Fails to locate land features ○Neglects to use sun and wind to orient self ○Identifies types, source, direction of sounds with difficulty ○Fails to detect the approach of an object ○Fails to detect size and characteristics of room ○Reverses route just traveled with difficulty ○Requires another's help to reorient self ○Crosses street at incorrect time according to traffic signal	Locates north, south, east, west.	Demonstrates relationship of four directions to each other.	Uses sun to orient self and to aid in determining direction of travel.	Uses shade to orient self and to aid in determinig direction of travel.	Locates northeast northwest southeast southwest
50 ORIEN—TATION II		Describes buildings, intersections, etc. by the shapes C, D, I, L, O, S, T, U, V, Y.	Draws grid pattern of usual city, showing numbering of streets and of blocks.	Names corners of intersections according to com pass directions when provided withinitial ref	Locates designated building in city using numbering of blocks and even-odd sequencing of buildings.	Estimates of measure accurately traveling inch,foot, mile).
51 MOBILITY I	○Inhibits movements of guide by following too close, holding arm incorrectly ○Neglects to use arm techniques to protect body ○Leans forward when using cane ○Trips others with cane ○Neglects to stop immediately when detecting obstacle with cane ○Holds cane too tightly or too loosely ○Moves cane with arm movement, not wrist ○Makes explorative movements with cane ○Has difficulty switching cane from one hand or position to the other ○Has difficulty synchronizing steps with cane or guide ○Stumbles when stepping up, down curbs ○Takes extra step at top of stairs	Seats self properly in chair using back of chair, table, desk as reference point(s).	Solicits aid from sighted person appropriately. Declines/accepts unsolicited aid courteously.	Grasps correct arm of sighted guide above the elbow.	Assumes correct 1/2 step position behind sighted guide.	Synchroni step with of guide, walking i relaxed manner.
52 MOBILITY II	○Shuffles or stumbles at bottom of stairs ○Walks down steps placing both feet on each step ○Boards and deboards buses hesitantly ○Travels in residential or business areas only with the help of a sighted guide	Uses free arm as bumper against suspended obstructions not detected using the rhythm technique.	Uses cane properly in following a guideline or shoreline (e.g. building, fence or grassline).	Shifts hand position between rhythm and indoor cane techniques as required.	Walks down street in relatively straight line using cane.	Maintains upright bo position w traveling with cane.
53 WHEEL CHAIR USE	○Sits only with support ○Displays poor equilibrium in sitting position ○Requires more than one support strap to remain in wheelchair ○Drops head when sitting ○Lacks strength to grip wheel ○Lacks strength to move wheels of wheelchair ○Moves wheelchair with feet rather than with wheel ○Moves wheelchair forward or backward only a short distance ○Stops wheelchair with feet rather than with brake ○Turns left when wants to turn right and vice versa ○Makes only wide turns in wheelchair (see booklet)	Lifts head while lying on stomach.	Reaches for, grasps and releases objects while lying on stomach.	Sits with maximum support (e.g. prone sitters, car seats).	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with support.
54 AMBU—LATION	○Sits only with external support ○Needs hands to support self when sitting ○Walks forward on knees only with support ○Transfers weight from one side of body to other with difficulty ○Walks between parallel bars only with assistance ○Uses rollater to walk with difficulty ○Uses pick-up walker with difficulty ○Uses crutches to walk ○Falls while trying to use crutches ○Requires special equipment to walk ○Stands only with support ○Takes too much time to walk across classroom (see booklet)	Lifts head while lying on stomach.	Reaches for, grasps and releases objects while lying on stomach.	Sits with maximum support (e.g. prone sitters, car seats).	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with suppor
55 POSTURE	○Bends head, neck, or shoulders forward while walking ○Bends knees or hip while walking ○Toes in or out (pigeon toe or duck waddle) while walking ○Walks on tiptoes ○Shuffles feet while walking ○Sways, pitches or veers to one side while walking (lurches) ○Crosses feet while walking ○Walks with wide-based strides ○Walks with hesitant or accelerated gait ○Walks with poor rhythm and timing of gait ○Moves arms unnaturally while walking ○Displays poor balance ○Evidences flat feet					
56 SWIMMING	○Does not go near water or put face in water ○Neglects to hold breath underwater ○Does not open eyes underwater ○Floats only with support ○Recovers from floats with difficulty ○Glides only short distances ○Performs ineffective kick or stroke ○Swims without breathing rhythmically ○Breathes unnaturally while floating on back ○Swims only in shallow water ○Treads water ineffectively ○Changes position or direction while swimming with difficulty ○Does not jump or dive into water (see bklt)	Sits on first step of pool and kicks in water.	Sits on second step of pool and kicks in water.	Sprinkles self with water.	Stands in water.	Walks acros width of po with help.
57 ARTICU-LATION I	○Omits sounds in words ○Substitutes one sound for another in words ○Distorts sounds in words ○Nasalizes sounds ○Diphthongizes sounds ○Neutralizes sounds ○Slurs sounds ○Lisps Fails to recognize omitted, substituted or distorted sounds in own or others' speech ○Fails to distinguish between voice and breath consonants ○Speaks in too high or too low pitch Speaks in too loud or too weak voice ○Speaks in a monotone ○Speaks using stereotyped voice inflections ○Speaks in a vocally or visibly unpleasant manner ○Speaks in a harsh, grating or shrill manner ○Speaks in muffled garbled, unclear manner ○Speaks unintelligibly or inaudibly ○Speaks using abnormal rhythm ○Uses incorrect resounding chamber (nose, mouth, larynx) to produce sounds ○Demonstrates sluggishness of the tongue tip ○Produces sounds in a labored fashion ○Demonstrates cluttered speech ○Produces sounds incorrectly in spontaneous speech	Makes all long vowels in isolation.	Makes all short vowels in isolation.	Makes all diphthongs in isolation.	Makes all long vowels in single words.	Makes all sh vowels in si words.
58 ARTICU-LATION II		Makes L sound in isolation.	Makes L sound in the initial position in single words or nonsense syllabl (e.g. ladder).	Makes L sound in the final and medial positions in single words (e.g. fall).	Makes L blends in isolation.	Makes L blen initial posi in single wo or nonsense syllables (e clock, black
59 HEALTH	Displays symptoms of the Ears, Nose, Throat, Mouth: ○Frequent ear aches ○Ear pulling or rubbing ○Frequent placement of hands over ears ○Discharging ears ○"Faulty" articulation ○Chronic sore throat ○Frequent colds ○Enlarged glands in neck ○Excessive nasal discharge ○Frequent wheezing ○Persistent breathing through the mouth ○Persistent tight, hacking cough ○Irregular teeth and/or bite ○Inflamed or bleeding gums ○Cracked lips ○Dental caries					
		1.0	2.0	3.0	4.0	5.0

BEHAVIORA

3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14
es face and of speaker t clues as aning of d nication.	Responds to single signs per taining to own wants or needs when signed by another	Imitates single signs expressing own wants or needs when signed by another.	Produces single signs expressing own wants or needs without a model.	Uses one sign for many related things or for similarly formed signs.	Uses face and body to give clues as to meaning of signed communication.	Smiles and frowns to give clue to meaning of signed communication.	Uses hands, arms, feet, shoulders, knees to add expression of signs (e.g. tiptoes, stamps, shrugs).	Uses speed and vigor of signing to express haste fear, anger, laziness, etc.	Responds to sign for own name when signed by another.	Imitates sign for own name when signed by another.	Produces for own without model.
ges tal guration n name lf.	Recognizes distinctive finger movement of finger spelled letters as symbols for names of classmates etc	Relates general configurations of names of classmates and siblings to them.	Recognizes the distinctive finger movement of finger spelled letters as the symbol for familiar words.	Relates general configuration of familiar 3 & 4 letter words to their pictures or other symbols.	Uses face and body to give clues as to fingerspelled communication.	Imitates first letter of own name when fingerspelled by another.	Imitates first letter of names of classmates and siblings when fingerspelled by another.	Imitates general configuration of letters in own name when fingerspelled by another.	Imitates general configuration of letters in names of classmates when fspelled by another.	Relates general configuration of own name to printed name.	Relate config of nam classm siblin printe
own name ips when ed with ical, facial l, tactile	Reads own name on lips with no clues.	Locates orally requested object when identical object is offered as clue.	Imitates action, requested orally, when shown action as clue.	Locates orally requested object when picture of object is offered as clue.	Imitates action, requested orally, when picture of action is offered as clue.	Locates orally requested object when outline of object is offered as clue.	Imitates action, requested orally when silhouette of action is offered as clue.	Locates orally requested object with no visual clues.	Imitates action, requested orally with no visual clues.	Points to orally described object when given pictures of described object.	Points descri when p gesture given
sun to nt self to aid in rmining ction ravel.	Uses shade to orient self and to aid in determinig direction of travel.	Locates northeast, northwest southeast, southwest.	Determines whether object, person is north, south, east or west of self.	Determines which direction is being faced after making one turn (initial ref. provided).	Determines which direction is being faced after making two turns, more than two turns.	Describes the meaning of various road signs (e.g., stop, detour, RR crossing).	Locates objects in the following positions using own body as ref. point: above, (see booklet).	Locates objects in the preceding positions using another's body or another object as reference point.	Locates left and right of own body, another's body, an object.	Determines whether object, persor is to left or right of self.	Extends hand in locatio hands w sighted blind p
corners of sections ding to com directions provided nitial ref	Locates designated building in city using numbering of blocks and even-odd sequencing of buildings.	Estimates units of measurement accurately while traveling (e.g. inch, foot, yard, mile).	Estimates distances accurately while traveling (e.g. long, short, city block).	Estimates times accurately (e.g. minute, hour, noon, midnight).	Estimates rate accurately while traveling (e.g. fast, slow, lag pause, stop, units per hour).	Uses wind & its absence to orient self and to indicate types of structures being passed.	Uses odors of common places to orient self and to aid in determining direction.	Identifies familiar people by their voices.	Identifies animals by the sound they make.	Identifies modes of travel by the sounds they make (e.g. car, truck, bus, bicycle, footsteps).	Identif cal ins by the they ma drum, p etc.).
s correct f ed guide the .	Assumes correct 1/2 step position behind sighted guide.	Synchronizes step with that of guide, walking in a relaxed manner.	Turns when guide turns without hanging back or crowding guide.	Passes safely through doorways and narrow openings with sighted guide.	Opens and closes doors when accompanied by guide.	Travels through congested areas safely with sighted guide.	Ascends stairs and curbs with sighted quide without stumbling or falling.	Descends stairs and curbs with sighted quide without stumbling or falling.	Resumes walking after guided up or down stairs without taking an extra step or shuffling.	Board and deboards transportation facilities safely and efficiently with guide.	Travels on esc and ele with gu
s hand tion between m and r cane iques as red.	Walks down street in relatively straight line using cane.	Maintains upright body position while traveling with cane.	Carries body, head, arm not in use in normal position while traveling with cane.	Maintains constant pace when traveling with cane.	Walks steadily w/o shuffling while traveling with cane.	Maintains proper gait while traveling with cane and carrying large object (e.g. briefcase).	Positions cane so as not to interfere with passers by when not in use (e.g. held close and perpendicular)	Controls cane in various social situations (e.g. doorways, restaurants, theaters, inside cars).	Uses cane to detect intersecting sidewalks.	Uses cane to detect drops, inclines and down curbs.	Uses c to ali body t cross in des direct
with um support prone rs, car).	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with support.	Maintains sitting position when placed using hands to support self.	Touches feet to floor in saddle or sling walker.	Moves walker in any manner.	Moves walker in any manner to designated location.	Stands in maximum supportive standing table.	Sits in wheelchair when supported by two straps (e.g. chest strap and seat belt).	Sits in wheelchair when supported by one strap (e.g. seat belt).	Grips rim of wheel on wheelchair.	Release grip o of whee
with um rt (e.g. sitters, eats).	Sits with minimum support (e.g. one body strap).	Holds head up when sitting with support.	Maintains sitting position when placed in position using hands to support self.	Assumes sitting position on own using hands to support self.	Sits using no hands for support.	Maintains side-sitting position when placed in position using hands to support self.	Assumes side-sitting position on own using hands to support self.	Side-sits using no hands for support.	Maintains kneeling position when placed in that position.	Assumes kneeling position on own.	Walks f on knee maximum support trunk support
							○ Drops head forward ○ Tilts head, shoulders, pelvis or body to o shoulders ○ Displays humpback, round or twisted back, sway back of a curved spine ○ Displays bulging or protruding abdomen ○ Stands appearing positions ○ Displays rigidity when sitting, standing ○ D range of motion ○ Evidences muscular weakness ○ Displays symptoms athetoid or ataxic cerebral palsy ○ Complains of back and neck, le				
nkles self water.	Stands in water.	Walks across width of pool with help.	Walks across width of pool unassisted.	Allows self to be carried about in water.	Blows bubbles in water.	Puts face in water.	Bobs in and out of water 5 times, holding breath.	Ducks head underwater, holding breath for 10 seconds.	Opens eyes underwater.	Retrieves object underwater.	Bobs i out of 5 time breath rhythm
s all thongs in ation.	Makes all long vowels in single words.	Makes all short vowels in single words.	Makes all diphthongs in single words.	Makes m sound in isolation.	Makes m sound in the initial position in single words or nonsense syllable (e.g. monkey).	Makes m sound in the final and medial positions in single words (e.g. comb and hammer).	Makes h sound in isolation.	Makes h sound in the initial position in single words or nonsense syllable (e.g. horse).	Makes h sound in the medial position in single words (e.g. doghouse).	Makes w sound in isolation.	Makes w the init position words o syllabl window)
s L sound he final medial tions in le words fall).	Makes L blends in isolation.	Makes L blends in initial position in single words or nonsense syllables (e.g. clock, black).	Makes r sound in isolation.	Makes r sound in the initial position in single words or nonsense syllabl (e.g. rabbit).	Makes r sound in the final and medial positions in single words (e.g. car, carrot).	Makes r blends in isolation.	Makes r blends in the initial position in single words or nonsense syllables (e.g. train, crayon).	Makes j sound in isolation.	Makes j sound in the initial position in single words or nonsense syllabl (e.g. jump).	Makes j sound in the final and medial positions in single words (e.g. orange, angel).	Makes sound isolat
							Displays symptoms of the Eyes: ○ Crusts on eyelids among lashes ○ R ○ Red or swollen eyelids ○ Red, watery or discharging eyes ○ Persist scowling ○ Blurred vision ○ Crossed or turned out eyes ○ Rapid oscil ○ Frequent rubbing of eyes ○ Continuous blinking ○ Reported burning ○ Dark circles under eyes ○ Frequent shutting or covering of one eye turning ○ Holding reading book in unnatural position				
3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14

ORAL CHARACTERISTIC

0	13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0
wn	Imitates sign for own name when signed by another.	Produces signs for own name without a model.	Pairs siblings, classmates, friends with their name signs when shown their signs by another.	Imitates signs for siblings, etc. when signed by another.	Produces sign for siblings, etc. without a model.	Points to 5 familiar objects when shown their signs by another	Imitates signs for 5 familiar objects when signed by another.	Produces signs for 5 familiar objects without a model.	Points to 10 familiar objects when shown their signs by another.	Imitates signs for 10 familiar objects when signed by another.	Produces sig for 10 familiar obj without a mo
neral on of names es ed by	Relates general configuration of own name to printed name.	Relates general configuration of names of classmates and siblings to printed names.	Imitates general configuration of letrs. in familiar 3 and 4 letr wrds when fspelled by another.	Relates general configuration of familiar 3 and 4 letter words to pictures or to the printed wrds.	Produces isolated letters as symbols for familiar 3 and 4 letter words without a model.	Produces general configuration of own name without a model	Produces general configuration of names of classmates and siblings without a model.	Produces general configuration of familiar 3 and 4 letter words without a model.	Recognizes double letters in a word fingerspelled by another	Relates general configuation of 5, 6, 7 and 8 letter words to pictures or to the printed wrds	Follows 2 an word directi when finger- spelled by another.
tion, rally ual	Points to orally described object when given pictures of described object.	Points to orally described object when physical gestures are given as clues.	Points to orally described object when tactile clues are given (see booklet for example).	Points to orally described object when facial ex- pressions are given as clues.	Points to orally described object with no clues.	Watches speaker give entire one step verbal command.	Follows one step verbal command with physical, facial, visual and tactile clues.	Follows one step verbal command with three types of clues (e.g. physical, facial, and visual).	Follows one step verbal command with two types of clues.	Follows one step verbal command with one type of clue.	Follows one verbal comma with no clue
rt nf body,	Determines whether object, person is to left or right of self.	Extends right hand in proper location to shake hands with sighted and blind persons.	Follows directions requiring multiple left and right turns.	Travels straight line and reverses route to end in beginning location.	Turns to left or right once while traveling and reverses route.	Turns twice while traveling and reverses route.	Turns more than two times while traveling and reverses route.	Indicates from memory location of the following in familiar rooms: door, win dow (see booklet)	Describes familiar room from different positions within it.	Tells content of typical rooms, (e.g., bedroom, bathroom, classroom).	Undertakes systematic investigation of unfamiliar room.
	Identifies modes of travel by the sounds they make (e.g. car, truck, bus, bicycle, footsteps).	Identifies musi- cal instruments by the sounds they make (e.g. drum, piano, etc.).	Identifies signals (e.g. bell, buzzer, fire siren, whistle).	Identifies mechanical sounds (e.g. fan, lawn mower, can opener).	Identifies other envi onmental sounds (e.g. echoes, door closing, water running).	Identifies all previous sounds at moderate intensities.	Identifies all previous sounds at low intensities.	Identifies all previous sounds when masking or white noise is of equal inten- sity to sounds.	Identifies all previous sounds when masking noise is greater intensity than sounds.	Points to direction of all previous sounds.	Estimates distance all previous sounds are from self.
king d up irs king tep ng.	Board and deboards trans- portation facili- ties safely and efficiently with guide.	Travels safely on escalators and elevators with guide.	Maintains composure when left temporarily by guide.	Uses upper arm technique to protect upper body when moving about un- familiar areas.	Squats and uses arm to protect head and face when retrieving lost object.	Uses lower arm technique to protect lower body. Modifies technique for lowest protection	Uses a combin- ation of upper and lower arm techniques to protect self.	Uses protective techniques appropriate to situation and place.	Uses the proper arm, hand, fingers and feet posi- tion to follow a parallel surface (trailing).	Uses protective techniques while trailing	Uses the trai technique to find a given destination, series of destinations.
ng	Uses cane to detect drops, inclines and down curbs.	Uses cane to align body to cross street in desired direction.	Uses cane to determine and verify whether curb is square, round, or blended.	Asks public for assistance when needed to cross street.	Uses cane to detect obstruc- tion in path before stepping onto street.	Uses cane to travel around vehicle in line of travel.	Uses indoor cane technique to cross street in a straight line.	Uses cane to measure height of opposite curb before stepping onto sidewalk.	Uses indoor cane technique to de- tect obstructions on sidewalk before resuming rhythm technique.	Crosses street safely and effectively where traffic is controlled by stop lights.	Crosses stree safely and effectively where traffic is controlled by stop sign.
when y e.g.	Grips rim of wheel on wheelchair.	Releases grip on rim of wheel.	Moves wheelchair in any manner.	Stops wheelchair in any manner.	Moves wheelchair forward using one push forward and release movement.	Moves wheelchair backward using one pull back and release movement.	Turns wheelchair in a circle to the right.	Turns wheelchair in a circle to the left.	Sets brake on wheelchair to stop or remain stationary.	Releases brake on wheelchair to resume movement.	Travels forwa ten feet in wheelchair.
	Assumes kneeling position on own.	Walks forward on knees with maximum support (e.g. trunk support).	Walks forward on knees with minimum support (e.g. hand support).	Walks forward on knees on own.	Maintains standing position when placed at parallel bars for support.	Pulls self to standing position using bars for support.	Transfers weight from one side of body to the other while standing at bars for support.	Transfers weight to one side of body, lifts opposite foot and replaces on floor (at bars).	Transfers weight to one side of body, lifts opposite foot and moves foot forward (at bars).	Walks sideways on parallel bars leading with one foot and follow- ing with the other.	Takes a few steps forward between paral bars with assistance from another.
shoulders, pelvis or body to one side ○ Slumps d or twisted back, sway back Displays symptoms g or protruding abdomen ○ Stands in unnatural- dity when sitting, standing ○ Displays limited r weakness ○ Displays symptoms of spastic, ○ Complains of back and neck, leg and foot pain											
r.	Retrieves object underwater.	Bobs in and out of water 5 times, breathing rhythmically.	Performs jelly- fish float. Recovers to standing position.	Performs turtle float and recovers.	Performs dog paddle (body stroke).	Performs front (prone) float.	Performs back float.	Recovers to standing position from front and back floats.	Performs front glide for 2 feet, 5 feet.	Performs front glide with flutter kick for 2 feet, 5 feet.	Performs back glide for 2 feet, 5 feet.
nd in s use).	Makes w sound in isolation.	Makes w sound in the initial position in singl words or nonsense syllables (e.g. window).	Makes w sound in the medial position in single words (e.g. flower).	Makes n sound in isolation.	Makes n sound in the initial position in single words or nonsense syllabl (e.g. nail).	Makes n sound in the final and medial positions in single words (e.g. can, penny)	Makes p sound in isolation.	Makes p sound in the initial position in single words or nonsense syllabl (e.g. pig).	Makes p sound in the final and medial positions in single words (e.g. cup, apple)	Makes f sound in isolation.	Makes f sound the initial position in single words nonsense syll (e.g. fork).
und tial n ds or yllabl).	Makes j sound in the final and medial positions in single words (e.g. orange, angel).	Makes v sound in isolation.	Makes v sound in the initial position in single words or nonsense syllabl (e.g. vacuum).	Makes v sound in the final and medial positions in single words (e.g. stove, television).	Makes ch sound in isolation.	Makes ch sound in the initial position in single words (e.g. chair).	Makes ch sound in final and medial positions in single words (e.g. witch, matches.	Makes sh sound in isolation.	Makes sh sound in the initial position in single words or nonsense syllabl (e.g. shoe).	Makes sh sound in the final and medial positions in single words (e.g. fish, station).	Makes th sound (voiced and unvoiced) in isolation.
sts on eyelids among lashes ○ Frequent sties y or discharging eyes ○ Persistent squinting or turned out eyes ○ Rapid oscillation of the eyes us blinking ○ Reported burning or itching of eyes shutting or covering of one eye ○ Head tilting or tural position											

0 13.0 14.0 15.0 16.0 17.0 18.0 19.0 20.0 21.0 22.0 23.0

STICS PROGRESSION –

22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	3
tates signs 10 familiar ects when ned by ther.	Produces signs for 10 familiar objects without a model.	Pairs 10 adjective signs signed by another with appropriate pictures, objects.	Produces 10 adjective signs without a model.	Pairs 10 action verbs signed by another with their appropriate actions.	Produces signs for 10 action verbs without a model.	Reads and signs 2 word phrases.	Points to 20 familiar objects when shown their sign by another. Points to 50. Points to 100.	Produces signs for 20 familiar objects without a model. Produces signs for 50, 100.	Pairs 20 verb signs signed by another with their appropriate actions. Pairs 50.	Produces signs for 20 action verbs without a model. Produces signs for 50.	Pairs adjec signe w/app pictu Pairs
ates general figuation of , 7 and 8 er words to tures or to printed wrds	Follows 2 and 3 word directions when fingerspelled by another.	Responds appropriately to 2 and 3 word phrases when fingerspelled by another.	Recognizes all letters of own name when fingerspelled by another.	Imitates all letters of own name when fingerspelled by another.	Produces all letters of own name without a model.	Imitates familiar 3 and 4 letter words when fingerspelled by another.	Points to all letters of the alphabet when fingerspelled by another.	Imitates all letters of the alphabet when fingerspelled by another.	Fingerspells double letters correctly.	Produces all letters of the alphabet without a model.	Prod 4 le with mode
lows one step bal command h one type clue.	Follows one step verbal command with no clues.	Watches speaker give entire two step verbal command.	Follows two step verbal command with some physical, facial, visual, tactile clues.	Follows two step verbal command with no clues.	Watches speaker give entire three step verbal command.	Follows three step verbal command with some clues.	Follows three step verbal command with no clues.	Follows verbal command containing known words.	Follows verbal command containing one unknown word.	Follows verbal command containing two unknown words.	Follo comma ing two words
ls content of ical rooms, g., bedroom, hroom, ssroom).	Undertakes systematic investigation of unfamiliar room.	Indicates location of items in 22.0 after investigation of unfamiliar room.	Orients body correctly for the use of all types of doors, elevators and escalators.	Describes unfamiliar room from different positions within it after investigation of room.	Describes the relationship of a given room to other rooms in the building. (see booklet.)	Describes the directional relationship of a given room to other rooms on the site.	Indicates which direction familiar rooms, buildings are facing (e.g. north, south, east, west)	Describes the relationship of given building to sites in the surrounding area. (see booklet.)	Describes the directional relationship of a given building to sites in the surrounding area.	Identifies various indoor floor textures & materials (e.g. wood carpet) through tactile clues.	Uses textu mater orier
nts to ection all vious nds.	Estimates distance all previous sounds are from self.	Estimates height of all previous sounds.	Uses auditory clues to help locate dropped object.	Determines whether sound is moving or stationary.	Tracks a moving sound by defining its path in relation to self (e.g. parallel, at angle, etc.).	Determines whether sound is closer or further than another sound.	Detects and reports the approach of a moving sound.	Uses direction, height and distance of all above sounds to orient self.	Determines direction of streets by auditory clues.	Determines layout of streets at intersection by the sound and direction of traffic movement	Deter of t ligh sound direc traff
s protective hniques while iling	Uses the trailing technique to find a given destination, series of destinations.	Uses trailing & landmarks of exact & known location to find a given destination(s).	Uses trailing & sounds, odor, temperature, or stimulus clues to find a given destination(s).	Uses trailing & location of direction of sound (direction taking) to find a given destination(s).	Uses trailing, direction taking and squaring off to find a given destination(s).	Uses techniques of trailing, landmarks, direction taking & squaring off to travel in familiar envirmt.	Makes 90° (quarter), 180° (half) 360° (full), 270° (three-quarter), 45° (diagonal) turns.	Finds destination following verbal directions containing references to left and right.	Finds destination following verbal directions containing references to north, south, east, west.	Grasps shaft of cane securely using correct thumb & index finger position for indoor method	Hold stra a pr to t qras for
sses street ely and ectively re traffic controlled stop lights.	Crosses street safely and effectively where traffic is controlled by stop sign.	Crosses railroad crossings safely and effectively.	Performs multiple street crossings safely.	Uses cane to locate ascending and descending flights of steps.	Uses cane to determine height and depth of ascending and descending steps.	Uses cane to position self to right side of steps. Grasps handrail. Holds cane correctly.	Uses cane to tap each ascending step and to clear top of each descending step.	Uses cane to indicate last step in flight of ascending or descending stairs.	Uses cane to detect tripping hazards on or in front of steps, landings, etc.	Resumes walking using appropriate cane technique immediately after ascending and descending steps.	Uses safe desc with and pace
eases brake wheelchair resume ement.	Travels forward ten feet in wheelchair.	Travels backward ten feet in wheelchair.	Travels length of classroom (e.g. 30 feet) in wheelchair.	Travels length of classroom in wheelchair in one minute.	Travels using wheelchair in roomy areas to go forward, backward, and to turn at will.	Travels using wheelchair in compact areas to go forward, backward, and to turn at will.	Travels forward through doorway.	Travels backward through doorway.	Opens door, travels through doorway and closes door.	Places foot rests in down position.	Plac foot rest
ks sideways parallel bars ding with one t and follow- with the er.	Takes a few steps forward between parallel bars with assistance from another.	Takes a few steps forward between parallel bars on own.	Walks length of parallel bars.	Turns around between the parallel bars.	Walks backward between parallel bars.	Takes a few steps forward using rollater.	Turns around using rollater.	Walks through doorways using rollater.	Walks length of classroom (approximately 30 feet) in one minute using rollater.	Takes a few steps forward using a pick-up walker.	Turn and door pick
		○ Weaves or rocks forward and backward while sitting ○ Whirls around repeatedly while sitting, standing ○ Displays involuntary, spasmatic muscle contractions (tension tics) ○ Displays bizarre hand or arm movements: socking, flailing, waving, shaking, flapping ○ Displays bizarre facial movements: twitching, wrinkling ○ Displays bizarre tongue or mouth movements: twitching, pursing, yawning ○ Puts fingers or fist in eyes ○ Rolls, blinks, crosses or oscillates eyes (See booklet)									
forms front de with tter kick 2 feet, eet.	Performs back glide for 2 feet, 5 feet.	Performs back glide with flutter kick for 2 feet, 5 feet.	Jumps into water from deck with legs apart so head does not become submerged.	Jumps into water from deck with legs together, pushes off bottom and glides.	Performs front glide with kick and stroke.	Performs back glide with kick and stroke.	Rolls over from front to back and back to front while gliding.	Performs various combinations of arm and leg movements with front glide.	Performs various combinations of arm and leg movements with back glide.	Swims 20 feet on front (head above water) in shallow water.	Swi on sha
es f sound in lation.	Makes f sound in the initial position in single words or nonsense syllabl (e.g. fork).	Makes f sound in the final and medial positions in single words (e.g. knife, elephant).	Makes b sound in isolation.	Makes b sound in the initial position in single words or nonsense syllabl (e.g. boat).	Makes b sound in the final and medial positions in single words (e.g. tub, baby).	Makes k sound in isolation.	Makes k sound in the initial position in single words or nonsense syllabl (e.g. cat).	Makes k sound in the final and medial positions in single words (e.g. book, chicken).	Makes g sound in isolation.	Makes g sound in the initial position in single words or nonsense syllabl (e.g. girl).	Make medi in s (e.g
es sh sound the final and ial positions single words g. fish, tion).	Makes th sound (voiced and unvoiced) in isolation.	Makes th sound in the initial position in single words or nonsense syllabl (e.g. thumb, this)	Makes th sound in the final and medial positions in single words (e.g. toothbrush, teeth, bathe).	Makes wh sound in isolation.	Makes wh sound in the initial position in single words or nonsense syllabl (e.g. whistle).	Makes z sound in isolation.	Makes z sound in the initial position in single words or nonsense syllabl (e.g. zebra).	Makes z sound in the final and medial positions in single words (e.g. nose, scissors).	Makes s sound in isolation.	Makes s sound in the initial position in single words or nonsense syllabl (e.g. sun).	Make in t medi in s (e.g peng
		Displays symptoms of the Skin, Hair: ○ Frequent welts, bruises, scars ○ Lingering scratches or sores ○ Body odor, dirty skin ○ Dry skin, rashes, sores ○ Frequent scratching ○ Bald spots ○ Nits on hair ○ Red splotches on skin ○ Persistent acne ○ Picking at body ○ Bluish lips and nail beds ○ Pale or flushed color ○ Drawn face ○ Facial tics ○ Hair twisting ○ Cheek sucking ○ Thumb sucking ○ Nail biting									
22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	3

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7
S
D

0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0
rb by ns.	Produces signs for 20 action verbs without a model. Produces signs for 50.	Pairs 20 adjective signs signed by another w/appropriate pictures, objects Pairs 50 signs.	Produces 20 adjective signs without a model. Produces 50 adjective signs.	Reads and signs 3 word phrases.	Reads and signs 4 word phrases.	Reads and signs kernel sentences with noun and verb phrases.	Signs using precise rather than gross movements.	Reads and signs pronouns and possessive pronouns.	Reads and signs present forms of the verb to be (e.g. am, are, is).	Reads and signs prepositions, articles, conjunctions, prefixes, suffixes, numbers, plurals.	Reads and sig questions. U facial expres sions to give clues when si questions.
ers	Produces all letters of the alphabet without a model.	Produces 3 and 4 letter words without a model.	Imitates 5, 6, 7 and 8 letter words fingerspelled by another.	Produces 5, 6, 7 and 8 letter words without a model.	Relates words with more than 8 letters to pictures or to the printed words.	Imitates words with more than 8 letters when fingerspelled by another.	Produces words with more than 8 letters without a model	Relates phrases when finger-spelled by another to pictures or to printed phrase.	Relates sentences of 4 and 5 words to pictures or to the printed sentence.	Identifies punctuation when fingerspelled in a sentence.	Identifies questions wh fingerspelle by another.
bal tain- nown	Follows verbal command containing two unknown words.	Follows verbal command containing more than two unknown words.	Differentiates sentences which differ only in one visible, non-look-alike word (e.g. pan, far).	Differentiates sentences which differ only in one visible, look-alike word (e.g. pan, map).	Participates in short (e.g. 3-4 sentences) conversation about a known topic.	Participates in lengthy (e.g. 10-20 sentences) conversation about a known topic.	Participates in lengthy conversation about an unknown topic.	Participates in conversation using lipreading to understand communication of familiar person.	Participates in conversation using lipreading to understand one and two unfamiliar persons.	Participates in conversation using lipreading to understand group of familiar and unfamiliar people	Reads any speaker from full-face position.
he of ding the area.	Identifies various indoor floor textures & materials (e.g. wood, carpet) through tactile clues.	Uses indoor floor textures and materials to help orient self.	Identifies various outdoor ground textures & materials (e.g. gravel) through tactile clues.	Uses outdoor ground textures and materials to help orient self.	Identifies various outdoor land characteristics (e.g. incline, slope, level, bumpy).	Uses outdoor land characteristics to help orient self.	Identifies the following outdoor features through tactile clues: bush, curb, driveway (see booklet)	Uses outdoor features to help orient self.	Describes (verbally or pictorially) the layout of streets, sidewalks, crosswalks (see booklet).	Describes the layout of streets sidewalks, cross-walks, drives and placemt. of bldgs. (see bklet)	Describes the street layout building plac ment of famil residential areas.
f	Determines layout of streets at intersection by the sound and direction of traffic movement	Determines color of traffic light by the sound and direction of traffic movement	Determines size and dimensions of a room using sensory clues.	Determines whether a room is furnished or empty using sensory clues.	Detects location of opened doors in room using sensory clues.	Detects openings in buildings such as alleys, street corners using sensory clues.	Detects an object being approached and avoids, using sensory clues.	Detects an object being passed on the side using sensory clues.	Detects veering walking pattern and corrects using sensory clues.	Orients self inside public transportation (e.g. puts money in correct place, finds seat, exit)	Reorients sel when becomes disoriented i familiar area using tactile auditory clue
nation erbal ref- north, west.	Grasps shaft of cane securely using correct thumb & index finger position for indoor method	Holds arm straight and at a proper angle to the body when grasping cane for indoor method	Keeps hand and wrist relaxed while grasping cane for indoor method.	Keeps cane tip close to the floor (1-2 inches) for indoor method.	Moves tip of cane side to side without over or under extending width of body when traveling indoors	Holds and uses cane correctly when walking with sighted guide. Switches cane hand easily.	Uses cane properly while traveling in elevator, on escalator, revolving doors.	Uses cane to travel safely indoors in familiar and unfamiliar environments.	Grasps shaft of cane using proper thumb and finger positioning for rhythm (Hoover or touch) technique.	Holds cane using proper arm extension for rhythm technique.	Holds cane us proper elbow extension and placement for rhythm technique.
o pping or in teps, etc.	Resumes walking using appropriate cane technique immediately after ascending and descending steps.	Uses cane to safely ascend and descend steps without handrail and at a steady pace.	Uses cane to enter and exit automobile.	Uses cane to safely board and deboard public transportation facilities.	Travels safely and efficiently around home, school and work grounds.	Travels safely and efficiently in residential areas with sidewalks and curbs.	Travels safely and efficiently in residential areas without sidewalks and curbs.	Travels to specific known location in residential areas (e.g. school, post office, church).	Travels to specific destination of unknown location in residential areas.	Travels safely and efficiently in rural areas without paved streets and sidewalks.	Travels safel and efficient in small business area
ough	Places foot rests in down position.	Places foot on rest.	Takes foot off rest and places foot rests in up position.	Transfers from floor to wheelchair.	Transfers from wheelchair to floor.	Transfers from bed to wheelchair.	Transfers from wheelchair to bed.	Transfers from chair to wheelchair.	Transfers from wheelchair to chair.	Transfers from toilet to wheelchair.	Transfers fr wheelchair to toilet.
th om tely n one ng	Takes a few steps forward using a pick-up walker.	Turns around and walks through doorways using a pick-up walker.	Walks length of classroom in one minute using pick-up walker.	Stands using crutches for support.	Transfers weight to one side of body, lifts crutch and takes one step forward.	Takes a few steps forward using crutches.	Turns around and walks through doorways using crutches.	Walks length of classroom in one minute using crutches.	Transfers safely from a standing position to the floor using crutches.	Transfers safely from the floor to a standing position using crutches	Opens closed doors and walks throug using crutch
various ons leg with .	Swims 20 feet on front (head above water) in shallow water.	Swims 20 feet on back in shallow water.	Dives into water from deck in sitting position.	Dives into water from deck in kneeling position.	Dives into water from standing position and swims across pool.	Performs surface dives.	Swims 20 feet on front using rhythmic breathing in shallow water.	Changes position from front to back and back to front while swimming in shallow water.	Changes direction while swimming in the front and back positions.	Treads water 1 minute. Treads water 5 minutes.	Swims length of pool usi 1 or 2 different strokes.
und in	Makes g sound in the initial position in single words or nonsense syllabl (e.g. girl).	Makes g sound in the final and medial positions in single words (e.g. dog, wagon)	Makes y sound in isolation.	Makes y sound in the initial position in single words or nonsense syllabl (e.g. yellow).	Makes y sound in the medial position in single words (e.g. thank-you).	Makes d sound in isolation.	Makes d sound in the initial position in single words or nonsense syllabl (e.g. doll).	Makes d sound in the final and medial positions in single words (e.g. head, ladder).	Makes t sound in isolation.	Makes t sound in the initial position in single words or nonsense syllabl (e.g. table).	Makes t sou the final a medial posi in single w (e.g. coat, potatoe).
	Makes s sound in the initial position in single words or nonsense syllabl (e.g. sun).	Makes s sound in the final and medial positions in single words (e.g. bus, pencil).	Makes s blends in isolation.	Makes s blends in the initial position in single words or nonsense syllables (e.g. slide, scooter).	Makes s blends in the final position in single words (e.g. nest, desk, wasp).	Makes all preceeding sounds in one syllable words within known vocabulary (spontaneous speech).	Makes all preceeding sounds in two syllable words within known vocabulary.	Makes all preceeding sounds in three syllable words within known vocabulary.	Makes all preceeding sounds in four syllable words within known vocabulary.	Makes all preceeding sounds in phrases within known vocabulary.	Makes all preceeding sounds in sentences within know vocabulary.
							Displays symptoms of General Unhealthiness: ○ Excessive thinness or overwe ○ Radical changes in weight ○ Disinterest in eating food ○ Constant hunger ○ Irritability or fatigability ○ Lethargy, unresponsiveness, drowsiness ○ Bre ○ Abdominal cramps, stomach pains ○ Chronic diarrhea or constipation ○ Fre vomiting, nausea ○ Enuresis ○ Excessive daydreaming or inattention ○ Const asleep ○ Convulsions, blackouts ○ Frequent dizziness, headaches (See boo			

1.0 32.0 33.0 34.0 35.0 36.0 37.0 38.0 39.0 40.0 41.0 42.

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701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
DR. RICHARD R. FICKEL, SUPERINTENDENT

TEACHER _____

SCHOOL _____ DISTRICT _____

42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	∞
s and signs tions. Uses a' expres- s to give s when signs tions.	Reads and signs conversations. Imitates signed conversations.	Reads and signs described events in the past tense.	Reads and signs described events in the future tense.	Reads and signs compound sentences.	Reads and signs complex sentences.	Signs conversations with consistent rhythm.	Converses with signs using fspelling only to communicate words with no sign or unknown sign.	Signs conversations simultaneously as they are spoken.	
ntifies tions when gerspelled nother.	Fingerspells phrases. Fingerspells 4 and 5 word sentences.	Relates sentences of more than 5 words to pictures or to printed sentence	Fingerspells sentences of more than 5 words.	Relates conversations fingerspelled slowly by another to pictures or to printed conv rstn.	Fingerspells questions correctly.	Fingerspells conversations slowly.	Relates conversations fingerspelled rapidly by another to pictures or printed conversation	Fingerspells conversations as rapidly as they are spoken.	
any er from face tion.	Reads any speaker from less than full-face position (e.g. profile).	Reads any speaker in well-lighted position.	Reads any speaker in less than well-lighted position.	Asks speaker to repeat words which were not understood.	Asks speaker to rephrase misunderstood communication.	Asks speaker to face the light, move closer, remove sunglasses, to make speechreading easier.	Asks speaker to refrain from putting his hand in front of his mouth.	Asks group what was said to cause laughter.	
ibes the t layout and ding place- of familiar ential	Describes the street layout and building placement of familiar business areas.	Describes the location of familiar businesses (e.g. post office, laundry, grocery, bakery, etc.	Describes the location of exits, window displays, aisles, stairs, elevator in familiar businesses	Describes the location of railroad tracks, mail boxes, lamp posts, fire hydrants, etc.					
ents self becomes riented in liar areas g tactile, tory clues.	Reorients self when becomes disoriented in unfamiliar areas using tactile, auditory clues.	Reorients self in unique areas (e.g. gas stations) using tactile, etc. clues.							
s cane using er elbow nsion and ement for hm nique.	Holds cane using proper hand centering and positioning for rhythm technique.	Holds cane securely in hand using wrist to produce all cane movements for rhythm technique.	Taps ground with cane using proper amount of pressure to detect surface types and changes in terrain.	Moves tip of cane in arc the width of the shoulders and low enough to the ground to detect obstacles.	Moves cane in narrower arc in congested areas, wider arc in unfamiliar areas	Maintains arc movement of cane in proper rhythm with each step. Corrects self when out of step	Uses cane to detect obstacles. Stops immediately when detected. Travels around object using cane	Uses cane properly to establish contact with an object to be tactually explored.	
els safely efficiently mall ness areas.	Travels to specific destinations of known location in small business areas (e.g. stores restaurant, etc.)	Travels to specific destinations in unknown location in small business areas.	Travels safely and efficiently in large business areas.	Travels to specific destinations of known location in large business areas (e.g. banks, department stores)	Travels to specific destinations of unknown location in large business areas.	Travels on public transportation (e.g. taxi, bus). Enters and leaves safely. Pays fare. Finds seat.	Travels safely and effectively in inclement weather (e.g. rain, snow, wind).	Travels safely and effectively in congested pedestrian traffic.	
sfers from lchair oilet.	Transfers from bathtub to wheelchair.	Transfers from wheelchair to bathtub.	Transfers from car seat to wheelchair.	Transfers from wheelchair to car seat.	Travels up and down incline using wheelchair.	Travels up and down curbs using wheelchair.	Follows safety rules using wheelchair (e.g. sets brake at desk).		
s closed s and s through g crutches.	Walks up and down inclines, curbs, bus steps using crutches. Enters and exits from car using crutches	Ascends and descends stairs using crutches.	Stands without support.	Transfers weight from one side of body to the other without support. Balances on one foot momentarily.	Takes a few steps forward without support.	Walks length of classroom in one minute without support.	Balances on each foot for 3-5 seconds without support.	Walks up and down curbs and steps without support.	
ns length ool using 2 ferent kes.	Dives into water from low springboard.	Performs spring dive off board.	Swims length of pool using various strokes (e.g. crawl, breast stroke, side stroke).	Swims length of pool underwater.	Swims 20 yards, 100 yards, 220 yards, 440 yards.	Uses life jacket and other flotation equipment correctly.	Swims with clothes on, disrobes and uses clothing for support.	Uses several means to aid another swimmer in trouble (e.g. extends hand or leg, throws line)	
s t sound in final and al positions ingle words . coat, toe).	Makes ng sound in isolation.	Makes ng sound in final posit in single words (e.g. ring).	Makes ng sound in the medial position in single words (e.g. finger).						
s all eeding ds in ences in known bulary.									
overweight hunger O Easy s 8 Breathlessness n 8 Frequent O Constant falling ee booklet)									
42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	

EC 060 317

PUPIL NAME _____ START DATE _____

DEVELOPED THROUGH E.S.S.E.A. TITLE VI-B FUNDING
PROJECT NUMBER 44-00000-0000-931

BEHAVIORAL CHA

IDENTIFYING BEHAVIORS	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0	15.0	16.0
23 ADAPTIVE BEHAVIORS	○ uses object in ritual manner ○ Performs previously mastered task repetitiously--perseverates ○ Does not approach or manipulate new objects ○ Resists learning new skills ○ Stops work, withdraws or gets confused when unexpected change occurs ○ Initiates interaction with peers rarely ○ Performs task/activity only to stimulated, well-defined situations ○ Will not attempt new activities or become involved in new situations/change in routine	Looks at hands	Moves hands in front of face separately	Brings hands together to front of face, looking at them.	Plays with hands while looking at them	Puts hands in mouth	Tolerates new object's presence in room	Moves toward new object	Touches new object	Manipulates new object for short time	Uses object in usual manner, but exchanges it for another	Experiments with new object using more than one sense	Uses new object differently than other objects	Talks while playing	Engages in interaction(s) with another person.	Role plays (e.g., tea parties, dress-up, play house)
24 IMPULSE CONTROL	○ Displays self-stimulating behaviors ○ Displays self-destructive behaviors ○ Blows up, becomes excited, loses self-control when he cannot do or get what he desires, encounters problems, etc. ○ Withdraws or becomes aggressive for long periods when scolded, criticized, teased ○ Overreacts to the slightest provocation ○ Blows up, gets excited, etc., when offered constructive, helpful criticism ○ Displays inappropriate affect ○ Displays inappropriate facial expressions	Sits quietly for 30 seconds when group is listening to stories, music.	Sits quietly for one minute when group is listening to stories, music.	Talks some in peer activity but still has difficulty	Sits in seat, stands in line, etc., without fidgeting, waiting for 2½ or less of activity.	Sits quietly for more than 1 minute when group is listening to stories, music.	Displays self-destructive behaviors 7% to 100% of baseline.	Changes activity without emotional outburst when change cue is well-defined.	Changes routine without emotional outbursts when alternatives are presented.	Sits quietly for more than 5 minutes when group is listening to stories, music.	Selects item after active period (e.g., recess) if reminded frequently.	Takes turns in peer activity 25-50% of time.	Sits in seat, etc., without fidgeting, waiting for 25-50% of the activity.	Withdraws or becomes verbally aggressive for short periods when scolded, criticized, ridiculed.	Displays self-destructive behaviors 50-75% of baseline.	Calls or acts out while raising hand for attention.	Responds change to routine with out emotional outbursts when reasons are explained.
25 INTERPERSONAL RELATIONS	○ Rarely plays with other children ○ "Negative" contributions to class discussions & activities ○ Rarely speaks, leads activities or volunteers ○ Plays projects rather than people ○ Uses others to gain own ends, reward self's deprived those of some chance ○ Alienates peers by teasing, arguing or being cruel ○ Rarely shares w/ others ○ Rarely participates in group activities ○ Plays with younger children instead of peers ○ Fights, hits, bullies, harasses peers ○ Considered wierd by peers	Smiles, looks up when another person enters the room	Reaches for familiar people	Becomes quiet when caressed.	Holds head up in group activities such as eating, games, etc.	Returns smile when smiled at	Watches the movements of others--shows interest	Responds personal attention by making noises	Seeks attention of others (e.g. repeats performances that are laughed at)	Moves near others during free play.	Accepts help from others (e.g., when working on task).	Plays alone in presence of others.	Shares when told to do so but complains	Hits another, saying excuses to teacher when confronted with deed	Plays with others play one day, join in for a few minutes	Watches others play one day, join in for a few minutes
26 RESPONSIBLE BEHAVIOR	○ Performs multi-given activities ○ Performs destructive acts ○ Destroys obj. by breaking, tearing, breaking, etc. ○ Disregards school rules & authority ○ Physically verbally acts out when asked ○ Is unable to perform an activity by an authority figure ○ Responds negatively, not at all, or drags the opposite when asked to perform an activity ○ Ignores teacher failings written for extra or reading activity ○ Does not make decisions; extreme reliance on adult guidance, support, reinforcement ○ Criticizes work of others	Claims ownership of items and defends own possessions physically.	Claims ownership of items and defends own possessions verbally.	Follows directions/performs activities given by authority.	Makes own decisions about activities with adult supervision.	Follows provided rules and regulations when directions is present.	Responds or follows directions/performs activities given by authority figure in presence.	Conforms to group decisions despite personal disagreement or disapproval.	Shows compliance to group decisions despite personal disagreement or disapproval.	Follows group's lead in activities.	Participates with others in teacher directed activities.	Requests help or materials from others.	Follows directions without group's help.	Performs assigned responsibilities.	Performs independent responsibilities with restructure so as to be viewed as desirable.
27 PERSONAL WELFARE	○ Does not fear common dangers ○ Injures self/others often ○Does not care for wounds ○ Does not follow safety directions ○ Acts carelessly near dangerous materials ○ Does not follow traffic rules	Remains seated in car or bus.	Keeps seat belt fastened while in car or bus.	Fastens own seat belt	Boards, de-boards school bus unassisted	Looks nearest door in car when asked.	Identifies personally or verbally dangerous situations or objects	Tells gestures/reports to adult about any danger/injury.	Keeps foreign objects out of eyes, ears, nose and mouth	Attempts to protect self from attack	Reports injury of other to adult.	Seeks out adult when an unfamiliar animal approaches	Identifies danger signal, stops activity and seeks adult	Follows teacher's directions in fire or civil defense drill	Walks to designated area without supervision--no running	Knows and follows directions on safety signs (e.g., stop, walk, don't walk, etc.)
28 SELF-SUFFICIENCY	○ Hesitates to express opinions ○ Gives excuses, rationalizations for failure ○ Does not attempt to answer most questions--responds with "I don't know" ○ Verbalizes feelings of poor self-image, self-confidence ○ Deprecates school work --indicates dislike of and projects ○ Does not attempt activity or task ○ Becomes panicky when asked questions ○ Does not initiate interaction with teachers/peers	Responds as briefly as possible to peers/teacher initiated interaction.	Participates in class activities when required to do so.	Answers personal questions.	Takes part in class discussions concerning feelings when asked.	Volunteers personal information during class discussions.	Verbalizes opinions or participation/task to previous success situations.	Answers questions on material while it is being individually tutored.	Answers questions on material while it is being individually tutored.	Chooses to participate in class activities.	Verbalizes success at task performed, mentions praise received or activity engaged in.	Participates in cooperative group activities.	Verbalizes optimism/performs task in new situations resembling previous successes.	Answers questions on material at which it is being presented to group.	Answers questions on open-ended material just after it has been read.	Answers questions on previously self-read material
29 ACTIVITY	○ Takes another's property and does not return it--steals ○ Inaccurately recounts occurrences--lies ○ Copies or takes another's work and claims it as his own--cheats ○ When observed as causative agent of a disturbance, denies his role or blames others for it ○ Borrows others without asking owner, but returns it ○ Takes item when it is hidden from view ○ Rationalizes dishonest behavior	Takes an item only if that item is openly displayed	Asks permission of owner after taking others property.	Asks permission of owner while taking others property.	Asks permission of owner before taking others property.	Asks to use others property but doesn't return it.	Asks to use others property and returns it when reminded	Asks to use others property and returns it voluntarily.	Accepts legitimate item given when confronted with deed.	Accepts legitimate item when asked more than once.	Voluntarily accepts legitimate blame	Accurately recounts occurrences (tells truth) less than 25% of the time	Accurately recounts occurrences between 25-50% of the time	Accurately recounts occurrences between 50-75% of the time	Accurately recounts occurrences between 75-100% of the time	Produces work without written verbal assistance less than 25% of the time
30 SOCIAL/ MEDICAL HYGIENE	○ Stutters, stammers, mumbles ○ Speaks rapidly, nervously ○ Speaks rapidly w/short lapses of time between words ○ Speaks slowly w/long lapses of time between words ○ Leaves using inappropriate volume ○ Speaks in a muffled, garbled, unclear manner ○ Uses verbal obscenities and vulgarities ○ Rarely participates in class discussions ○ Does not follow verbal rules of etiquette ○ Continually changes subject w/out closure of any one area ○ Talks too near/far when speaking to another	Physiotates appropriate social distance when speaking to another.	Responds to and makes verbal greetings and farewells.	Asks for what to desired.	Says "thank you" "you're welcome", or "please" when reminded.	Says "thank you", "you're welcome", or "please" after some hesitation.	Says "Thank you" for compliments or service. Says "please" with requests.	Makes excuses for interruption.	Looks up/says "oh" while interrupting.	Raises hand while interrupting.	Hesitates or stops self while interrupting.	Says "excuse me" when interrupting.	Waits to be acknowledged verbally or by gesture before speaking.	Uses correct titles when addressing people.	Laughs at slapstick comedy.	Laughs at comments intended to be humorous.
31 SOCIAL/ MEALTIME	○ Eats too fast or too slow ○ Eats/grabs another's food ○ Chews/eats w/mouth open ○ Requires bib when eating ○ Holds head too close to plate ○ Eats w/two hands at once ○ Eats w/out keeping hand in lap ○ Sits w/feet on chair ○ Refuses to taste new foods ○ Eats only one type of food ○ Eats w/out keeping napkin in lap ○ Eats w/out using napkin to wipe hands/face ○ Talks w/mouth full ○ Smacks lips ○ Takes abnormal portions of foods ○ Leaves table before others are finished	Retrieves lunch pail or bag.	Sits or prepares table.	Sits at table during mealtime.	Maintains upright position at table.	Handles only own food/drink.	Uses utensils/food for their intended purposes.	Leaves plate/bowl/glass on table when finished eating.	Keeps food and drink on plate/in bowl	Requests aid for spills.	Chews and swallows slowly with lips closed.	Eats most foods in a tidy manner	Requests food/drink be passed at the table	Passes food/drink on request	Cleans up spills.	Eats at reasonable pace without hurrying or dawdling.	Uses napkin to wipe hands, mouth during and after meal
32 ATTENTION SPAN	○ Remains at task only when distractions are not present ○ Ignores teaching-oriented classroom stimuli ○ Attends to task only with continual direction and/or assistance ○ Displays bored behavior during classroom activities ○ Attends to others' activities rather than own tasks ○ Substitutes another activity for assigned task	Attends to easy/familiar task from 0 to 5 seconds when supervised.	Attends to easy/familiar task without supervision from 0 to 5 seconds.	Attends to easy/familiar task for 5 to 10 seconds when supervised.	Attends to easy/familiar task without supervision for 5 to 10 seconds.	Attends to easy/familiar task for 10 to 15 seconds when supervised.	Attends to easy/familiar task without supervision for 10 to 15 seconds.	Attends to easy/familiar task for 15 to 30 seconds when supervised.	Attends to easy/familiar task without supervision for 15 to 30 seconds.	Attends to easy/familiar task for 30 to 60 seconds when supervised.	Attends to easy/familiar task without supervision for 30 to 45 seconds	Attends to easy/familiar task for 45 seconds to 1 minute when supervised.	Attends to easy/familiar task without supervision for 45 seconds to 1 minute.	Attends to easy/familiar task for 1 minute to 5 minutes when supervised.	Attends to easy/familiar task without supervision for 1 minute to 5 minutes.	Attends to easy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to easy/familiar task without supervision for 5 minutes to 10 minutes.
33 TASK COMPLETION	○ Starts or completes assignments rarely ○ Delays or puts off starting assignments ○ Works on assignments only when given individual directions/attention ○ Stops work if any problem or interference is experienced ○ Completes task in non-assigned order ○ Consistently ignores instructive classroom stimuli	Starts task only when reminded, ending from teacher-continual reinforcement	Starts task before end of class period w/ little reminding--minimal reinforcement	Starts task before end of class period w/ no reminding--no attention/reinforcement	Starts task (e.g., cleanup) at assigned time with some prompting.	Starts task at assigned time with no prompting.	Completes 0-10% of task only with continual attention/reinforcement	Completes 0-10% of task with some attention/reinforcement.	Completes 0-10% of task with little attention/reinforcement.	Completes 10-25% of task only with continual reinforcement/attention	Completes 10-25% of task with some attention/reinforcement.	Completes 10-25% of task with little attention/reinforcement.	Completes 25-50% of task with some attention/reinforcement.	Completes 25-50% of task with little attention/reinforcement.	Completes 25-50% of task only with continual attention/reinforcement	Completes 50-75% of task with some attention/reinforcement.
34 READING	○ Holds paper at other than 90-degree angle to read ○ Reverses letters ○ Moves eyes irregularly when reading ○ Incorrectly answers questions based on written material ○ Substitutes, omits or adds words when reading or writing material aloud ○ Points to individual words as they are being read ○ Usually loses place in group reading ○ Does not follow written directions ○ Moves lips when reading silently ○ Does not phonetically attempt to read new words ○ Reads w/lack of expression	Plays with book as toy.	Opens book, turns right side up.	Turns pages two-three at a time.	Points to picture of familiar object.	Turns pages one at a time.	Matches objects by color/size/shape.	Reproduces geo-board designs in terms of color, size, direction.	Places five pictures in logical sequence left to right.	Visually matches identical words in group of greatly different words.	Visually matches identical words in group of similar written words.	Names capital and lower case consonants when shown written letter.	Says what sound capital & lower case vowels when shown written letter.	Says how the following consonant blends sound when shown the ltrs. (See Booklet)	Reads simple three-letter words paired with pictures.	Says what sounds capital and lower-case vowels when shown the written letter.
35 MATH	○ Does not add or subtract correctly ○ Does not multiply or divide correctly ○ Has difficulty solving word problems ○ Forgets sequence of steps in long division ○ Carries and/or borrows from wrong direction in addition, subtraction	Sorts according to shape, size and length	Locates big and little, large and small in groups of two objects.	Arranges objects in order of size from smallest to largest	Determines which of two groups has more and less, many and few.	Locates big, bigger, biggest and small, smaller, smallest in group of objects.	Locates first, middle, and last in group of objects.	Constructs set of one object	Constructs set of two objects.	Constructs set of three objects.	Counts orally to three.	Constructs set of four, five, six ten objects.	Counts orally to ten.	Locates object of given number in group of ten. (e.g., fourth object)	Locates front and back, left and right.	Determines when objects not enough, too many obj. in a group to match specified number
36 PRACTICAL MATH	○ Confuses value of coins ○ Confuses days of week, months of year ○ Tells time incorrectly ○ Counts out change incorrectly ○ Uses measuring tools ineffectively	Looks at/for clock when asked "Is it recess, lunch, bed time?"	Selects long, longer, longest from group of objects.	Selects heavier, lighter, same weighted object from group of objects.	Exchanges coins for desired item--no value concept.	Matches coins (e.g., quarter to quarter, dime to dime)	Adds items to balance a pre-set balance scale.	Names penny.	Selects penny when presented with penny, nickel, dime.	Names nickel and dime.	Selects nickel/dime when presented with penny, nickel, dime.	Names quarter and half-dollar.	Selects a quarter/half dollar from group of coins.	Compares value of coins (e.g., dime is worth more than nickel)	Reads numerals on clock face. Associates hand placement with routine activity.	Measures using unit such as length as line (e.g., uses ruler to measure 12-inch line).	Adds items to attain a pre-marked point on scale of weights.
37 WRITING	○ Forms letters from right to left rather than from left to right ○ Dissociates letters into separate parts ○ Reverses letters in words (saw = was) ○ Mirrors letters/numbers (b for d, p for q, 3 for E) ○ Writes words when reading or writing material ○ Writes uneven, large letters ○ Holds pencil with fist, rather than fingers ○ Copies from blackboard incorrectly ○ Writes slowly ○ Writes using varied slant, pencil pressure, or spacing between letters	Makes marks with pencil or crayon held in fist.	Scribbles with pencil or crayon held in fist.	Draws a vertical line, imitating adult.	Draws a horizontal line, imitating adult.	Performs push-pull strokes imitating adult.	Draws circle, imitating adult.	Draws line between two parallel lines	Draws recognizable face with eyes, nose, mouth	Holds pencil or crayon in fingers.	Draws horizontal-vertical copy, imitating model	Draws oblique lines, copying models.	Draws vertical cross, imitating adult.	Draws square, imitating adult.	Draws oblique cross, imitating adult	Draws triangle, imitating adult.	Draws diamond, imitating adult.
38 SPELLING	○ Spells according to own rules ○ Pairs sounds to letters incorrectly ○ Blends sounds incorrectly ○ Gives up when asked to spell	Says what sound the written letters m, p, b make.	Points out which letter is a word makes a given sound.	Verbalizes which letter is a word makes a given sound (e.g., says "p" to cat).	Writes letter when its name is spoken (e.g., writes p).	Writes letter when its sound is spoken.	Says what sound the written letters h, w, ch make.	Points out which letter(s) is a word makes a given sound.	Verbalizes which letter(s) is a word makes a given sound.	Writes letter(s) when its name is spoken.	Writes letter(s) when its sound is spoken.	Says what sound the written letters t, d, f, h, g, f, r make.	Points out which letter is a word makes a given sound.	Verbalizes which letter is a word makes a given sound.	Writes letter when its name is spoken.	Writes letter when its sound is spoken.	Says what sound the written letters l, r, n, j, z, s, x, c make.
39 READING	○ Does not sort objects correctly according to color, length, size, shape, class, category, similarities, differences ○ Has difficulty making judgments in sequence, size, weight, situation	Sorts objects by color/shape/size/length	Points to or places object as shown, in, out, under, over, top, bottom/by, beside, etc	Draws picture to illustrate one piece of information (e.g., draws a man)	Locates which out of five objects or pictures doesn't belong in same class/category	Gives one reason for why object or pictured object doesn't belong with other four	Sorts five multiply-classed objects or pictures according to class/category	Names classes/categories of sorted objects.	Sorts five multiply-classed objects according to function	Matches like objects/pictures/letters/words	Matches like letters/words	Places three simple pictures in sequence.	Orders three written or verbal sentences in sequence	Makes judgments in size.	Makes judgments in length	Makes judgments in weight	Makes judgments in distance
40 MUSIC AND RHYTHMS	○ Moves to music in non-rhythmic way ○ Marches/dances ignoring beat ○ Uses rhythm instrument but produces no pattern	Makes simple gross rhythmic hand movements. (e.g., claps with music)	Entertains self playing with musical toys (e.g., push pull type toy).	Makes simple gross rhythmic foot movements (e.g., marks time with foot).	Moves to simple rhythmic pattern.	Claps and rocks whole body using simple rhythmic movements.	Makes fine hand/finger movements (e.g., snaps fingers, taps foot).	Plays rhythm instruments.	Marches in time to recorded music.	Skips body movements when music tempo changes.	Participates in group song with singing voice.	Follows/mimics others' play activities.	Name/sings parts of familiar songs.	Plays simple rhythmic patterns on rhythm sticks.	Sings phrases of songs.	Reproduces some actions to familiar songs.	Claps to beat of familiar song or to speech cadence/patterns.
41 ART AND CRAFTS	○ Scribbles but does not draw ○ Tears/rips paper but produces no designs ○ Uses paste ineffectively ○ Has difficulty cutting with scissors	Entertains self looking at picture books	Makes one-color drawings.	Finger paints.	Colors picture using a variety of colored crayons/pencils.	Paints pictures using a variety of colors.	Makes simple shapes from clay	Draws/paints, telling or showing what he is doing.	Relates color to objects (e.g., colors apples red)	Entertains self with resources at hand	Cuts/tears paper to make designs/shapes.	Pastes materials to make a collage	Forms geometric shapes with connecting or stack toys.	Draws simple recognizable form on request (e.g., man, dog).	Uses art skills to make a craft project (e.g., cut, paste).	Cuts/pastes a variety of materials to made 3D design.	Pastes colored cutouts to make a complete picture.
42 PRE-VOCATIONAL SKILLS	○ Neglects to determine information about potential job(s) ○ Prepares inadequately for job interviews and jobs ○ Gets lost when going to work ○ Appears inadequate/awkward on job ○ Arrives late/is absent for work/appointments ○ Spends money on inappropriate items and has an inadequate amount left for necessities	Determines own skills possessed	Determines job area interests after a number of training settings	Needs reminder to locate jobs or training.	Contacts Department of Human Resources to locate jobs or training.	Identifies skills needed for jobs in the community.	Determines need for additional training based on interest and current skills.	Determines need for and obtains equipment needed for each job, if possible.	Role plays job interviews--demonstrates variety of roles applicants can play.	Discusses the consequences of choosing job/ occupation unwisely.	Role plays on-the-job behavior: how to address/interact w/boss, co-workers, others.	Fills out job applications.	Determines how to get to potential job/ interviews.	Uses elevators or stairs to get to higher floors.	Determines job-related info: duties, hours, location, pay & pay period, benefits, etc.	Acquires necessary tools for obtained job.
43 KITCHEN SKILLS	○ Washes dishes ineffectively ○ Puts dishes away in wrong places ○ Neglects cleaning of kitchen and appliances ○ Spills while stirring, carrying liquids ○ Burns food ○ Burns self when removing food from oven ○ Needs help in preparing shopping list, selecting food items ○ Has difficulty reading and following menus ○ Neglects to refrigerate frozen foods ○ Neglects to eat table completely	Evidences desire to help another cook or prepare food	Scrapes and rinses dishes	Measures detergent for soapy hot water.	Washes dishes with another person.	Washes dishes alone	Dries dishes or arranges dishes in proper places in drying rack	Puts dishes away in proper places.	Cleans up kitchen (picks up dishes, cleans table, kitchen area)	Cleans stove	Cleans refrigerator.	Cleans cupboards, cleans drawers	Sweeps floors	Uses common portable kitchen utensils (e.g., spoons, spoons, etc.)	Cleans produce	Cuts food into large pieces when preparing food for meals
44 HOMEMAKING SKILLS	○ Leaves bed unmade ○ Uses vacuum ineffectively ○ Neglects to clean house ○ Attempts to use iron but does not remove wrinkles ○ Needs reminders to wash clothes ○ Leaves dust on furniture ○ Lets garbage, trash, ash trays overflow	Makes adult's cleanup behavior.	Evidences concern about or pays attention to spills or dirt.	Cleans up spills or dirt by cloth, mop or broom when told it is necessary.	Picks up paper and trash.	Places trash in proper receptacle.	Plays house, performing duties that parents or other adults have been seen to do.	Plays house, performing role-differentiated duties.	Dusts furniture.	Empties waste-baskets, ash-trays, garbage can.	Vacuums small room.	Vacuums more than one room	Cleans up entire house using vacuum cleaner.	Determines when vacuuming is necessary	Cleans/washes sinks, toilets, floors, walls, mirrors, etc., with supervision.	Cleans/washes sinks, toilets, floors, walls, mirrors, chalkboards without supervision.
45 OUTDOOR SKILLS	○ Waters lawn, missing large areas ○ Has difficulty using lawnmower ○ Cleans car/house exterior/lawn poorly ○ Lacks gardening skills	Waters lawn/ ground plants/ seedbeds with hose.	Waters lawn with automatic sprinkler.	Cuts lawn with hand mower	Cuts lawn with power mower	Rakes lawn for grass/leaves.	Identifies and uses common gardening tools.	Cleans, maintains garden tools & returns them to their storage area.	Digs hole for tree/bush.	Turns ground over.	Rakes ground to level and clean.	Digs furrows for seeds.	Plants seeds at regular intervals or broadcasts them.	Covers seeds with correct amount of soil.	Identifies weeds.	Pulls weeds	Identifies plant disease or insect problems.
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0	15.0	16.0

AL CHARACTERISTICS PROGRESSION - BCP 23

13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	34.0	35.0
	Uses new object for designed purposes.	Engages in interaction(s) with another person.	Role plays (e.g., tea parties, dress-up, play house).	Discusses possible new activities/ tasks.	Plays games by self--always same game	Plays different games by self	Plays game with another person	Discusses previously mastered activities tasks and relates them to new ones	Performs new activities/ tasks when required/forced.	Tries again when change or disappointment occurs if reinforcement has elapsed.	Tries again when change or disappointment occurs if a reasonable period has elapsed.	Remains calm if disappointment occurs and no remedy is possible.	Changes routine when alternatives are presented--accepts change.	Changes routine /tries new activities when reasons are explained.	Tries again when change or disappointment occurs without a recovery period, reassurance, reasons	Performs new activities/ tasks voluntarily.	Behaves according to peer group norm in moderately structured/ordinary situation.	Follows class routine when there are changes in teacher's dress, hair, etc	Performs activities/ tasks in presence of or when led by new person (e.g., volunteer)	Follows classroom school rules after two-day absence (e.g., weekend or illness)	Follows classroom school rules after two-day absence in e.g., weekend or week (e.g., Monday & Friday)	Follows classroom school rules at beginning and end of school year (e.g., Monday & Friday)
Displays self-destructive behaviors 50-75% of baseline.	Calls or asks out with rising hand for attention.	Accepts change in routine without emotional outbursts when reasons are explained.	Verbal hand for attention.	Tries activity for more than one minute when group is listening to stories, music.	Takes turns to game activity 50-75% of the time.	Sits to wait, stands in line, sits/waits while getting, moving for 50-75% of the activity.	Sits quietly for a full period when group is listening to stories, music.	Takes turns to game activity 75% or more of the time.	Sits to wait, stands in line, sits/waits while getting, moving 75% or more of the activity.	Displays self-destructive behaviors 25-50% of baseline.	Accepts self-destructive behaviors 25-50% of baseline.	Orients down immediately after active period and awaits instructions.	Leaves provoking situation.	Controls physical responses when angered.	Accepts mild criticism with no emotional outbursts.	Changes activities without change in announced.	Displays self-destructive behaviors 0-25% of baseline.	Displays appropriate behavior appropriate for the situation/place.	Displays competitive behavior appropriate to the situation.	Avoids disruptive actions to public places.	Controls temper well; verbalizes feelings in a manner acceptable to home, school, etc.	Accepts friendly teasing--jokes or laughs.
Exchanges items for play.	Watches others play and may join in for a few minutes.	Plays individually with adult.	Hits another, voluntarily making excuses to third party re e.g., goes to teacher.	Plays with one or two others.	Responds to and makes verbal greetings.	Plays cooperatively with another child.	Shows affection for familiar person (e.g., hugs, pats, kisses, etc.).	Accepts and shows affection appropriate to home, school, street	Hits another; afterwards verbalizes reasons to the one hit	Hits another and verbalizes while hitting	Verbalizes feelings to another, then hits him.	Takes turns.	Plays with group of three or more.	Plays cooperatively in group activity.	Bargains with other children	Verbalizes feelings to another without hitting	Plays group cooperative games with loose rules	Interacts with others, keeping fighting or quarreling to minimum	Apologizes without being reminded.	Plays competitive table games such as "fish" "old maid", dominoes.	Plays simple competitive table games such as "fish" "old maid", dominoes.
Volunteers for tasks--accepts responsibility.	Performs assigned responsibilities.	Performs undesirable task when given choice of doing less desirable task to its place.	Asks open helpful criticism offered by authority (e.g., corrects mistake).	Performs undesirable task when given choice of doing less desirable task to its place.	Sacrifices immediate satisfaction on the premise of a later gratification/ delayed reward.	Organizes daily activities using lists, memo, etc.	Orders activities according to own rational priority.	Schedules activities by time.	Plans for future activities.	Performs undesirable tasks on request/duration/magnitude consequences absent.	Plays active group games following rules (e.g., kickball, circle games).	Displays simple table games following rules (e.g., cards, checkers, board games).	Expresses accepted social/school rules in work and play situations.	Personalizes knowledge of social/school rules to work and play situations.	Conforms to stated & implied rules of conduct for school/play/home/work situations.			
Follows teacher's directions in fire or civil defense drill	Walks to designated area(s) without supervision--no running.	Recognizes items he has been told are dangerous (e.g., electricity, knives, etc.)	Avoids dangerous areas (e.g., swing paths, lather ball arc, swimming pool).	Follows directions on safety signs (e.g., stop, don't walk, etc.)	Avoids following unknown people from a corridor, crowd.	Avoids following unknown people from a corridor, crowd.	Approaches/ leaves swing with caution.	Handles sharp objects carefully.	Opens/closes windows carefully, only if requested.	Carries chair with its legs facing forward.	Refuses ride and/or gifts offered by stranger	Goes to and from school but unassisted.	Walks on sidewalks--doesn't go into street.	Removes wet clothing.	Avoids approaching or touching unfamiliar animals	Seeks nearest known adult upon advances of stranger	Looks both ways before leaving sidewalk, crossing street	Uses play equipment without endangering others	Follows rules during fire drill without adult help	Treats minor injuries (e.g., wash/bandage)
Answers questions on personal safety/road material.	Answers questions on personal safety/road material.	Answers questions on personal safety/road material.	Initiates conversation with some treatment/ peers.	Answers questions out explicit to material.	Looks group in single class routines.	Verbalizes success and failure (e.g., I'm sorry D.C. to each.).	Reserves calm when asked questions and suggests for ways to reduce future failure situations.	Verbalizes success and failure (e.g., I'm sorry D.C. to each.).	Looks group in class discussions.	Displays clean, neat appearance.	Shows neatness in school work.	Displays responsibility to art, music, writing, etc.									
Accurately recounts occurrences between 75-100% of the time	Produces own work without written or verbal assistance less than 25% of the time	Produces own work without help between 25-50% of the time	Produces own work without help between 50-75% of the time	Produces own work without help between 75-100% of the time																	
Utters common sounds addressing people.	Laughs at slapstick comedy.	Laughs at comments intended to be humorous.	Answers telephone and carries on simple conversation.	Speaks using appropriate words to different situations.	Speaks at appropriate volume for the situation.	Speaks using appropriate words to different situations.	Speaks using appropriate tone to different situations.	Speaks without stuttering or stammering.	Speaks without pausing between words or phrases--flowing speech.	Speaks clearly without mumbling.	Requests food or other item appropriately in public.	Participates in class discussions.	Uses acceptable language--does not use discretion or vulgarities.	Initiates/pursues topics in conversation consistent with place, role, social situation.	Pauses to allow others to speak.	Adjusts responses or actions to type of call at door or on phone.	Readily speech/ tone after others to group.	Speaks on one subject long enough to obtain closure.	Coaches or accepts coaching in type of conversation to a polite manner.	Intentionally uses appropriate volume.	Makes introductions.
Cleans up spills	Eats at reasonable pace without bolting or dawdling.	Uses napkin to wipe hands, mouth during and after meal	Keeps napkin in lap.	Eats with one hand in lap.	Keeps elbows off the table.	Obtains replacement if utensil drops to floor	Chews and swallows to empty mouth before speaking	Tears items of a meal in standard order (e.g., desserts last).	Samples new foods	Eats without supervision	Waits until designated time to leave table.	Puts lunch pail away.	Throws garbage in can.	Takes dirty dishes to designated area	Cleans off dishes, disposes of left-over food	Sorts dishes into proper places	Washes dishes	Cleans up eating/ drinking area.	Sweeps floor under eating area.	
Attends to copy/familiar task without supervision for 1 minute to 5 minutes.	Attends to copy/familiar task for 5 minutes to 10 minutes when supervised.	Attends to copy/familiar task without supervision for 5 minutes to 10 minutes.	Attends to copy/familiar task for 10 to 20 minutes when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute when supervised.	Attends to difficult/novel task for 30 seconds to 1 minute without supervision.	Attends to difficult/novel task for 1 to 5 minutes without supervision.	Attends to difficult/novel task for 1 to 5 minutes when supervised.	Attends to easy/familiar task for 5 to 10 minutes when supervised.	Attends to difficult/novel task for 5 to 10 minutes without supervision.	Attends to difficult/novel task for 10 to 20 minutes when supervised.	Attends to difficult/novel task for 10 to 20 minutes without supervision.	Attends to difficult/novel task for 10 to 20 minutes when supervised.	Works to small group for 5 to 10 minutes.	Works to small group for 5 to 10 minutes.	Attends to task(s) for full class period when supervised.	Attends to task(s) without supervision for one full class period.	Works to small group for full class period--assigned time.	Works to small group for 5 to 10 minutes when distractions present.	Remains on task for 5 to 10 minutes when distractions present.	Remains on task for 10 to 15 minutes when distractions present.
Completes 25-50% of task with little attention--reinforcement	Completes 50-75% of task only with continual attention/ reinforcement	Completes 50-75% of task with some attention/ reinforcement	Completes 50-75% of task with little attention/ reinforcement	Completes 75-100% of task only with continual attention/ reinforcement	Completes 75-100% of task with some attention/ reinforcement	Completes 75-100% of task with little attention/ reinforcement	Completes 75-100% of task with little attention/ reinforcement	Completes 100% of task	Determines realistically when task is complete.	Completes tasks to assigned order 0-25% of the time	Completes tasks to assigned order 25-50% of time	Completes tasks to assigned order 50-75% of time	Completes tasks to assigned order 75-100% of time	Reviews or checks own work before handing it in as complete.	Completes 100% of task and proofreads or checks work to ensure completion.	Completes 100% of task, proofreads and corrects.	Checks work against model or standard.	Completes 100% of task with corrections and begins new task independently	Completes 100% of task and begins new task independently	
Says how like following commands sounds (how like Booklet)	Says what following commands capital and lower-case words make (how like booklet)	Says what following words capital and lower-case words make (how like booklet)	Says what following words (e.g., jump, fly, run, hop, bounce, eat, to, (how Booklet).	Says words the following words (e.g., run, hop, fly, toy, bunny, (See Booklet).	Says how the following words (e.g., mr, mrs, dr, sr, jr, (See Booklet).	Says how the following words (e.g., mr, mrs, dr, sr, jr, (See Booklet).	Says how the following telegraphic sound: spr,str,thr,sch, (See Booklet).	Says how the following telegraphic sound: spr,str,thr,sch, (See Booklet).	Says how the following word sounds: ou, ei, ow.	Says how the following word sounds: ou, ei, ow.	Says how the following telegraphic sound: spr,str,thr,sch, (See Booklet).	Decodes multi-syllabic words by putting letters/sounds into familiar meaningful units.	Blends letter sounds to say the word as a unit.	Says words on page left to right, scans page top to bottom.	Reads phrases/ sentences.	Correctly answers questions related to previously read sentence.	Reads and follows simple written directions (e.g., cut, fold, pull).	Reads simple paragraphs.	Reads primer (less than 50 words).	Reads primer to self/aloud.
Matches groups having equal numbers of objects up to ten.	Locates front and back, left and right.	Determines when enough, not enough,too many obj. in a group to match specified number	Finds group having equal number of objects as given group (up to ten).	Reads and writes numerals (1, 2, 3) to 3.	Matches numbers (0-10) with appropriate quantities or number line.	Identifies what numbers comes before & after a given number or between two numbers (up to 10).	Counts orally to 10.	Counts backward from 10.	Reads and writes numerals to 19.	Performs addition facts of three with actual objects.	Performs subtraction facts for three with objects.	Counts orally by 49/to 100.	Reads and writes numerals to 49.	Places <, -, > between two numbers (up to 25) to make a true statement	Constructs set of 100 objects.	Counts orally over 100.	Reads and writes numerals to 100(over 100).	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 19.	Counts orally by tens to 100; threes to 99.	Carries in addition using 2 digit numbers.
Reads numerals on clock face. Associates hand placement with routine activity.	Measures using tool same length as line (e.g., uses meter to measure 12-inch line).	Adds items to obtain a predetermined point on scale of weights.	Uses evenly spaced markings on tool to measure a time shorter than the tool.	Measures liquid to capacity of container, to marked line on container.	Knows days of week in succession.	Knows days of week in succession.	Relates "today, tomorrow, yesterday" to days of the week.	Tells time using before and after.	Locates day of week on calendar.	Locates date on calendar--number and day.	Uses evening, afternoon, night to describe parts of the day.	Tells time on the hour--minute hand on 12.	Tells time on the quarter hour--15, 30, 45 minutes.	Measures using tool shorter than the line and counting the lengths.	Combines coins to equal larger one (e.g., 2 nickels = one dime).	Tells counting facts (e.g., 10 cups = one dozen).	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Translates to specified time from container having several marked lines.	Combines coins to equal an odd total up to 24¢.	Combines coins to equal an odd total up to 49¢.
Draws oblique cross, imitating adult.	Draws triangle, imitating adult.	Draws diamond, imitating adult.	Colors within heavy outlines/ within faint outlines.	Draws three-part man, six-part man.	Draws letter/ number shapes, copying models.	Prints/writes letters, numbers, imitating adult.	Draws circle, crosses, square, triangle, diamond, copying model.	Prints/writes numbers and letters, copying model.	Draws circle, crosses, square, triangle, diamond, copying model.	Prints/writes the following numbers and letters without model: (See Booklet).	Forms numbers and letters "on left to right.	Prints/writes all letters in the alphabet, all numbers 0-9, correctly, without models	Prints/writes own first name, copying model.	Prints/writes own first name without model	Prints/writes simple words, copying models.	Prints/writes simple words, without models	Prints/writes own first name, copying model	Prints/writes simple sentences, copying model	Prints/writes own first and last name without model	
Writes letter when its name is spoken.	Writes letter when its sound is spoken.	Says what sound the written letters (r, n, j, y, o, z, a make.	Writes out with letter when a given sound.	Verbalizes which letter makes a given sound (e.g., says "r" to r).	Writes which letter makes a given sound (e.g., writes "r" to r).	Writes letter when its sound is spoken.	Says what long sound the written letters (a, e, i, o, u, y makes.	Says what short sound the written letters (a, e, i, o, u, y makes.	Points out which letter to a word makes a given sound (e.g., points to a in pat).	Writes letter which letter makes a given sound (e.g., says "a" to pat).	Writes letter when its name is spoken.	Writes letter when its sound is spoken (e.g., writes a for /, /).	Says what sound the following written blends make: (b, pl, r, br, tr, (See Booklet).	Points out which letters in a word make a given sound (e.g., points to sa in spat).	Verbalizes which letters in a word make a given sound (e.g., says "sa" in spat).	Writes letters when their sound blend is spoken.	Says what sound vowel digraphs (ee, ai, oa make.	Points out which letters in a word make a given sound (e.g., points to ea in eat).	Verbalizes which letters in a word make a given sound (e.g., says "ea" in eat).	Writes letter when digraph sound is spoken.	Decodes initial consonant of a word.
Makes judgments in length.	Makes judgments in weight.	Makes judgments in distance.	Makes judgments in temperature.	Makes judgments in time	Makes judgments in speed.	Draws picture to illustrate two pieces of information (e.g., draw a sad man).	Determines three ways in which objects are different.	Determines three ways in which objects are different.	Places a picture to illustrate three pieces of information.	Orders four written or verbal sentences to sequence.	Places four written or verbal sentences to sequence.	Finds the incongruous/out-of-place/misdirected object.	Completes sequential pattern of four objects.	Places five pictures in sequence.	Orders five written or verbal sentences to sequence.	Completes sequential pattern using abstract media	Makes judgments in sequence	Matches objects, pictures, words, sounds, that belong together.	Matches objects, pictures, words, sounds, that belong together.	Completes analogies when given three of the four words/concepts/pictures.	Sorts numbers into piles of ones, tens, hundreds.
Sings phrases of songs.	Reproduces some actions to familiar songs.	Claps to beat of familiar song or to speech cadence/ patterns.	Bounces ball (rhythmically).	Matches notes or tones.	Imitates high and low notes or tones vocally.	Plays rhythm instrument in simple patterns.	Improvises body movements to rhythm songs/ rhythm	Sings whole songs by rote.	Plays rhythm instrument to various rhythm patterns.	Sings parts of contemporary songs from memory.	Plays accent, beat of music on rhythm instrument.	Plays a few bars of music on melody instrument.	Dances using simple clap (e.g., dances dance or waltz).	Sings simple rounds taking one part.	Performs square dancing.	Plays rhythm instrument on rhythm instrument.	Plays instrument or sings following conductor's direction in group.	Carries simple harmony to melody.	Participates in social dances with a partner.	
Uses art skills to make a craft product (e.g., cut, paste).	Cuts/pastes a variety of materials to make 3D design.	Pastes colored cutouts to make a complete picture.	Divides pictures into different areas (e.g., ground, sky).	Makes simple product by weaving.	Models with clay.	Builds objects with common materials	Designs and constructs collages.	Uses art and crafts skills during leisure time.	Scales objects in drawings (e.g., car larger than me).	Carves soap, balsa wood.	Entertains self with solitary games.	Uses a variety of art techniques for effect (e.g., shading).	Expresses movement in drawings.	Uses wood-working skills to make a product.	Assembles plastic or wood kits.	Uses sewing skills to make a product.	Draws simple perspectives	Copies simple art motifs/ geometric designs	Makes decorative house accessories.	
Uses elevators or steps to get to higher floors.	Determines job-related information: duties, hours, location, pay & pay period, benefits, etc.	Acquires necessary tools for obtained job.	Determines method and route for travel.	Directs bus to one specific location.	Travels to and from work.	Uses the community public transportation system with no change of bus.	Uses the community public transportation system with change of bus.	Uses alternate method(s) of transportation if one is unavailable.	Uses public transportation for recreational journeys.	Arrives at work on time & follows daily lunch/break schedule.	Demonstrates value of coins to dollar.	Pays for items and transportation, counting correct change, if required.	Records number of hours spent on job.	Calculates wages for hours worked	Calculates wages for hours worked using appropriate deductions.	Accepts criticism and prompts to implement suggestions.	Stays work on project when distable is identified.	Asks for advice after identifying mistake.	Identifies and corrects mistake on project.	Arranges and follows directions.
Uses common available kitchen utensils (e.g., knives, spoons, etc.).	Cleans produce.	Cuts food into large pieces when preparing food for meals	Peels and slices food for meals.	Shells and slices foods	Identifies different foods (meats, fish, fruits, dairy, cereal grains, vegetables).	Stirs food without splitting.	Carries filled container without spilling.	Obtains ingredients for recipe when told or shown what they are.	Carries out operations called for in recipe when operations are explained & demonstrated.	Follows recipe with supervision.	Uses standard solid and liquid measures (cups, teaspoons, etc.)	Tells when a unit of time has passed, sets oven timer	Sets oven/ burners to given temperature.	Regulates heat of oven/burners as cooking progresses.	Uses pot holders to put items in oven or remove them.	Uses available kitchen appliances (e.g., can opener, egg beater, blender, toaster, etc.)	Follows oral recipe (prepares and cooks) follows written recipe.	Compiles shopping list from recipe(s).	Compiles shopping list from items missing from home stock.	Determines approximate amount of money required for amount of food to be bought.	Picks food off shelves in store using shopping list for choices.
Determines when vacuuming is necessary.	Cleans/washes sinks, toilets, floors, walls, mirrors, etc., with supervision.	Cleans/washes sinks, toilets, floors, walls, mirrors, etc., independently without supervision.	Washes floors with supervision.	Washes floors without supervision.	Independently determines when to clean homes.	Cleans or dusts using appropriate tool.	Waters indoor plants.	Hand washes clothes to skin.	Helps another wash clothes to machine.	Helps another dry clothes in machine or on line.	Gets water/air temperature of washer/dryer.	Washes clothes collection,sorting by another using pre-measured washing products.	Washes presorted, partially sorted clothes using correct amounts of washing products.	Identifies clothes in need of washing.	Collects, sorts and washes clothes.	Dries clothes --hangs or machine dries.	Helps fold and put away clothes	Folds and puts away clothes	Irons small flat clothes.	
Identifies weeds.	Pulls weeds.	Identifies plant disease or insect problems.	Obtains advice on garden problems.	Prunes trees/ shrubs using appropriate tools.	Starts/stops power mower	Sprays plants for insects, disease.	Places plants/ bushes, trees in ground around house.	Prepares cuttings using appropriate tools.	Rises soil.	Prepares soil flats.	Propagates seeds.	Transplants sprouts to cans.	Stocks and stores flats and cans.	Pots trees.	Washes flats and cans.	Trims lawn.	Trims hedges	Shapes trees/ bushes--advanced pruning.	Fertilizes container plants.	Sets and maintains gopher traps.	Operates rototiller.
13.0	14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	34.0	35.0

ON-BCP 23-45

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701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
RICHARD R. FICKEL, SUPERINTENDENT

TEACHER _____
SCHOOL _____ DISTRICT _____

30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	∞
...ding accord-...e point ...nsure in ...ately ...tured/de-...ed situation.	Follows class routine when there are changes in teacher's dress, hair, etc	Performs activities/tasks in presence of or when led by new person (e.g., volunteer)	Follows class/school rules after two-day absence (e.g., weekend or illness)	Follows class/school rules after three-day absence (e.g., weekend or illness)	Follows class/school rules at beginning and end of school week (e.g., Monday & Friday)	Independently tries out new activities,puts ideas or things into new combinations	Creates own task/activity with new object --uses object in different ways	Adjusts behavior to fit rules and routines of different situations	Schedules own activities to fit within specified time frame	Behaves according to peer group norm in minimally structured or defined situations											
...ays self-...ecting be...ors 0-250 ...outine.	Displays attention behavior appropriate for the situation/place.	Acts according to social rules in work & play situations. Does not cry when loses game	Avoids disruptive actions in public places.	Controls temper well; verbalizes feelings to a degree acceptable to home, school, etc	Accepts friendly teasing--series or laughs.	Plays and works without interfering with or disrupting work of others	Recognizes own lack of self-control and works with other to improve self.	Plans/considers action before carrying it out.	Touches others in a manner suitable for the home, school, neighborhood, etc.	Maintains self-control when faced with failure, problems, disappointments.											
...ares ...gh to ...ver without ...ng	Plays group cooperative games with loose rules.	Interacts with others, keeping fighting or quarreling to minimum.	Plays competitive active games such as kick and seek.	Apologizes without being reminded.	Plays simple competitive table games such as "fish", "old maid", dominoes	Offers help to others voluntarily.	Protects other children and animals.	Shares toys with other children.	Comforts playmates in distress	Plays difficult games requiring skills, scoring and knowledge of rules.	Behaves in a courteous manner to peers and staff	Contributes to class discussions and activities	Participates in peer-group activities when not asked	Disapproves of offensive peer behavior by ignoring or actively disowning it	Verbalizes feelings of anger with other students, teacher	Initiates a compromise to resolve conflict with peer	Uses actions of others as social cues (e.g., stands, kneels, whispers, shouts)	Takes part in peer group activities such as clubs, teams, dances, parties	Participates in peer-group activities when asked	Leads peer group in various play and work activities	
...ows accord-...e stated ...r/school ...s to work ...play ...stions.	Persuades teacher or group to change activity to appropriate manner.	Confirms to stated & implied rules of conduct for school/play/home/work situations.																			
...ching or ...ing ...er	Seeks nearest known adult upon advances of stranger	Loses both ways before leaving sidewalk; crossing street	Uses play equipment without endangering others.	Follows rules during fire drill without adult help.	Treats minor injuries (e.g., wash/bandage)	Crosses street at corners or crosswalks. Crosses on greenwalk, stands on red.	Operates machinery when supervised uses safety devices.	Rides bicycle on side of road with traffic	Unplugs electric cords by plug (not cord). Reports damaged cord to adult.	Walks bicycle across street at corner or crosswalk. Pushes button at corner for light	Walks on roadside facing traffic when no sidewalks.	Phones doctor/dentist for help/advice.	Reports fire to fire dept. by phone,contacts police,contacts hospital/ambulance	Avoids known dangerous plants animals,insects. Recognizes common harmful substances.	Follows water safety rules	Follows safety signs and signals (e.g., red lights, exit signs)	Tells and/or demonstrates fire prevention rules --use of fire alarm and extinguisher	Identifies and locates source of odor of gas leak. Warns others or seeks help	Identifies flammable liquids. Follows label precautions when storing/using.	Observes safety precautions in building and extinguishing a fire	
...to ma-...or ...ast to type ...all at door ...phone.	Models speech/tone after others in group.	Speaks on one subject long enough to obtain closure.	Confirms or accepts conclusion of conversation in a polite manner.	Intentionally makes appropriate humorous remarks.	Makes introductions.	Takes message given on telephone.	Orders service or goods by telephone.	Carries on compliex conversation over extended period of time.	Participates in class discussions using average vocabulary for peer group.	Tells story/ joke.	Gives oral reports, speeches.	Expresses a concept verbally.	Converses with people to carry out classes/situations,making self clear and understandable.								
...dishes ...proper ...e	Washes dishes.	Cleans up eating/ drinking area.	Sweeps floor under eating area.	Eats/drinks in manner appropriate for home, school, restaurant, cafeteria, friend's house.	Selects portions of foods according to appetite,number of persons eating, nutritional value	Selects foods according to time of day, nourishment, compatibility.															
...in small ...for 10 to ...roles.	Attends to task(s) without supervision for one full class period--assigned time.	Works in small group for full class period--assigned time.	Remains at task for 0 to 5 minutes when distractions present.	Remains at task for 5 to 10 minutes when distractions present.	Remains at task for 10 to 15 minutes when distractions present.	Remains at task for 15 to 25 minutes when distractions present.	Remains at task for 25 to 40 minutes when distractions present.	Remains at task for full class period when distractions present.													
...ates 100% ...s, proof- ...and ...ts	Checks work against model or standard.	Completes 100% of task with correctness and begins new task when reminded.	Completes 100% of task and begins new task independently.	Independently evaluates quality of work product,consistent w/teacher's evaluation																	
...ckly an- ...questions ...ed to ...ectly read ...ence.	Reads and follows simple written directions (e.g., enter, exit, pull).	Reads simple paragraphs.	Reads primer (less than 50 words).	Reads primer to self/aloud.	Reads story to self and tells, illustrations, or acts out events in sequence.	Reads aloud in meaningful phrases, then punctuation on a guide, approp. expression.	Reads silently --using lips OR--using finger to keep place on page.	Turns page at correct time when story being read aloud by other.	Reads silently without using finger to keep place.	Answers questions on material read aloud or silently to self.	Reads to obtain info. to answer questions.Picks out pieces of info. from newspapers,etc.	Selects items based upon written description.	Selects main idea of simple paragraph.	Reads books. Chooses own books.	Adjusts reading rate to type of material, difficulty, purpose, familiarity with subject.	Reads stories/ books to others.	Uses independent reading to initiate activities.	Researches given topic. Location books in library using card catalogue.	Follows written instructions in sequence to complete an activity.	Reads at average rate for peer group.	
...s orally ...100)	Reads and writes numerals to 100(over 100 part).	Performs addition and subtraction facts to 9.	Performs addition and subtraction facts to 18.	Counts orally by tens to 100; threes to 100; threes to 99.	Carries in addition using ref. to left; movement, borrows in subtraction using left to rt	Performs all addition and subtraction facts to 100.	Performs all addition and subtraction facts to 1,000	Solves problems using 1/2, 1/4, 1/3, 2/3, 3/4.	Performs multiplication combinations to 3.	Solves practical word problems requiring addition and subtraction	Performs division facts to 3.	Performs multiplication combinations and division facts to 5	Multiplies and divides two-place numbers by one-place numbers.	Multiplies and divides three- or four-place numbers by one-place numbers	Solves practical word problems requiring multiplication and division	Multiplies and divides two-place numbers by two-place numbers.	Multiplies and divides three- or four-place numbers by two-place numbers.	Equates fraction and decimal notation (e.g., 3/4 = .75)	Adds and subtracts fraction and decimal quantities	Multiplies and divides fractions and decimals; computes simple percentages.	
...counting ...e (e.g., ...ps + one ...ck)	Tells linear measurement facts (e.g., 12 inches = 1 foot).	Measures liquids to specified time in container having several marked lines.	Adds items to obtain a requested weight on a numbered scale of weights.	Combines coins to equal or add total up to 24¢.	Combines coins to equal or add total up to 49¢.	Combines coins to equal or add total up to 99¢.	Names months in succession and current month, locates month on calendar.	Tells time to 5-minute intervals.	Counts out correct change up to one quarter.	Counts out correct change up to half-dollar.	Counts out correct change up to one dollar.	Counts out correct change from over one dollar.	Tells linear and liquid measurement facts.	Tells weight of item to nearest pound and ounce on scale.	Tells time to the minute.	Measures using inch, foot, yard.	Tells exact weight of item (fractions of unit).	Uses measurement facts (e.g., 16 oz = 1 lb.) to compute weight.	Selects item of total price under amount possessed. Counts change from purchase.	
...s/writes ...le words ...ory models	Prints/writes simple words without models	Prints/writes own last name, copying model	Prints/writes simple sentences, copying model	Prints/writes own first and last name without model	Prints/writes simple sentences without model	Prints/writes first/last name,teacher's first and last name without model	Prints/writes number and street to address without model	Prints/writes simple paragraphs without model	Copies letter(s) or word(s) that is on left of same page.	Copies letter(s) or word(s) that is above on same page	Copies letter(s) or word(s) that is on separate paper to the left or above	Copies 6-inch letters from board located 1 foot from pupil;3 feet/ six feet away	Copies some letters of word from board in front of room.	Copies all letters and words from board in front of room.	Prints/writes personal letters. Prints/ writes full address.	Prints/writes letters w/group salutations,closings, placement. Addresses envelope	Prints/writes legibly using consistent slant, pencil pressure,spacing between ltrs	Holds pencil in relaxed fashion.	Writes own signature	Prints and writes all written communication (e.g., factual, creative, personal)	
...ion letters ...ously ...e blend to ...n.	Says what sound vowel digraphs say, if, to make.	Prints out adult letters in a word make a given sound (e.g., prints to on to out).	Unscrambles adult letters in a word make a given sound (e.g., says "on" to out).	Writes letters when digraph is sound to spoken.	Decodes initial digraph component of a word.	Decodes initial and final consonants of a word.	Decodes initial, final and medial consonants of a word.	Decodes initial, final and medial vowels of a word.	Spells familiar one-syllable words.	Spells meaningful units.	Decodes familiar multi-syllabic words by breaking them into meaningful unit/ltr.sounds.	Blends ltrs. & meaningful units to spell familiar multi-syllabic word as a unit.	Spells unfamiliar (common spelling) one-syllable words.	Spells unfamiliar multi-syllabic words.	Spells words which are similar to consonant sounds.	Spells words which are similar to vowel sounds.	Spells similar words correctly when context provided.	Spells homonym correctly when context provided (e.g., one, won, right).	Spells aloud or writes according to conventional standards.	Uses dictionary to locate spelling of unfamiliar words.	
...etes se- ...al pat- ...using ...rect word.	Makes judgments in sequence.	Matches objects, pictures, words, sounds, that belong together.	Matches opposites (e.g., hot and cold).	Completes analogies when given three of the four words/concepts/pictures.	Sorts numbers into piles of ones, tens, hundreds	Sorts letters into piles of vowels and consonants.	Sorts words into piles of nouns, verbs, prepositions, adjectives, etc	Alphabetizes a group of words by first letter of word.	Alphabetizes a group of words using all letters in word.	Locates familiar words in the dictionary (known meaning and spelling).	Locates unfamiliar words in dictionary (unknown meaning and spelling)	Uses index to find page on which specific information is located)	Determines possible effect(s) of a given cause.	Determines possible cause(s) of a given effect.	Determines possible consequence(s) of a given action in a choice of two	Determines possible consequences of both actions in a choice of two.	Compares consequences of both actions.	Makes decision based upon the consequences of the two actions.	Determines possible consequences of 3 or more actions in a multiple-choice situation	Explains meaning or moral of fairy tales, fables, proverbs, sayings, news events,etc	
...rms square ...ing.	Plays rhythm instrument on rhythm instrument.	Plays instrument or sings following conductor's direction in group.	Carries simple tune by melody.	Participates in social dances with a partner.																	
...identify ...ent to make ...duct	Draws simple perspectives	Copies simple art motifs/ geometric designs.	Makes decorative household accessories																		
...ations ...ed for ...ers ...ed situa- ...nstrate ...actions.	Accepts criticism and attempts to implement suggestions.	Shows work on project when mistake is identified.	Asks for advice after identifying mistake.	Identifies and corrects mistake on project.	Arranges and follows directions.	Participates in group projects.	Works alone.	Maintains tools in proper condition with supervision.	Maintains tools without supervision.	Uses appropriate amount of material required for project--some waste.	Uses only amount of material required for project--little waste.	Evaluates own performance based on copy by or supervisor standards.	Works steadily at pace to be recommended speed required or schedule to be met.	Works steadily at reasonable speed to get job done.	Identifies banking deposit slips, withdrawal slips and checks.	Makes bank deposits/withdrawals and writes checks.	Determines transactions for living & approximates costs of rent, food, etc.	Works out a simple budget and budgets paychecks.	Follows budget.	Discusses and role plays appropriate behaviors relative to discretionary social & work situations.	
...available ...on appli- ...(e.g., ...opened, egg ...er, blender, ...er, etc)	Follows oral recipe (prepares and cooks) follows written recipe.	Compiles shopping list from recipe(s)	Compiles shopping list from items missing from home stock.	Determines approximate amount of money required for amount of food to be bought.	Picks food off shelves to store using shopping list for choices.	Pays for food. Determines correct amount of change (if any) to be received.	Places food in home refrigerator/freezer that was in store's refrigerator/ freezer	Places opened food in refrigerator.	Places appropriate foods in refrigerator or on shelves.	Chooses food for a simple meal--plans a simple menu.	Plans simple menus for entire day's meals.	Prepares simple meals from previously prepared menus	Prepares meal which includes complex dish requiring multiple steps (e.g.,cookies)	Cleans up kitchen after preparing food (includes returning ingredients to shelves)	Identifies four basic food groups	Places dishes/ glasses on the table.	Places silver on the table	Places table-cloth or place-mats on table Places napkins at each place	Sets entire table by self.	Serves food by self.	
...acts, sorts ...ons ...es.	Dries clothes --hangs or machine dries.	Helps fold and put away clothes.	Folds and puts away clothes.	Helps with ironing.	Irons small flat clothes.	Irons simple blouses.	Irons shirts, dresses, pants, etc. and hangs or folds them.	Puts away ironed garments.	Determines when clothes need ironing (appearance, situational use).	Irons clothes when necessary.	Helps another straighten bed.	Identifies name, function & position of top sheet,bottom sheet, blanket, spread, etc.	Helps another to change bed.	Puts on flat or fitted bottom sheet.	Straightens bed alone when told to do so.	Changes bed alone when told to do so.	Straightens and changes bed when necessary.	Determines when an appliance is inoperative and in need of repair.	Arranges for minor repairs to be accomplished on appliances.	Uses buttons, buttons clothing	
...Lawn	Trims hedges	Shapes trees/ bushes--advanced pruning.	Fertilizes container plants.	Sets and maintains gopher traps.	Operates rototiller.	Operates tractor.	Operates or works in roadside fruit and vegetable stand.	Hauls appropriate trash and cuttings to compost pile.	Irrigates large areas.	Picks field crops.	Sorts picked crops for ripeness, edibility.	Packs and loads picked crops for shipment	Mixes paint.	Paints house	Cleans house windows.	Cleans car interior and car windows	Washes car.	Washes and dries car.	Washes, dries and polishes car.		
30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	

EC 060 317

PUPIL NAME_____ START DATE_____

DEVELOPED THROUGH E.S.E.A. TITLE VI-B FUNDING
PROJECT NUMBER 44-00000-0000-935

BEHAVIORAL CH

IDENTIFYING BEHAVIORS	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0	15.0	16.0
1 HEALTH	Displays symptom(s) or problem health behaviors 80-90% of baseline frequency.	Displays symptom(s) or problem health behaviors 80-90% of baseline frequency.	Displays symptom(s) or problem health behaviors 70-80% of baseline frequency.	Displays symptom(s) or problem health behaviors 60-70% of baseline frequency.	Displays symptom(s) or problem health behaviors 50-60% of baseline frequency.	Displays symptom(s) or problem health behaviors 40-50% of baseline frequency.	Displays symptom(s) or problem health behaviors 30-40% of baseline frequency.	Displays symptom(s) or problem health behaviors 20-30% of baseline frequency.	Displays symptom(s) or problem health behaviors 10-20% of baseline frequency.	Displays symptom(s) or problem health behaviors 5-10% of baseline frequency.	Displays symptom(s) or problem health behaviors less than 5% of baseline frequency.					
2 ATTENDANCE/ PROMPTNESS	Is often absent/truant from school Is often late for class or activities Tells time inaccurately or not at all	Present one out of five days on the average per week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Present two out of five days per week	Comes to activity only after two or more reminders.	Present three out of five days per week	Comes to activity only after two or more reminders.	Present four out of five days per week.	Comes to activity when called once.	Comes to activity only after two or more reminders.	Present for entire school week.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Goes to school without prompting.	
3 FEEDING/ EATING	Eats only blended or strained foods Thrusts food out of mouth w/tongue Gags on foods Sucks food instead of chewing it Bites down on spoon when inserted into mouth Chews foods only partially before swallowing Swallows foods w/out chewing them Chews in other than rotary motion Takes up pieces of food into mouth w/out biting Eats w/fingers Crumbles food in hand when finger feeding Smacks while eating Spits out food Holds spoon/fork in fist rather than fingers	Spoons mouth when physically stimulated by spoon held by another.	Removes semi-liquid food from spoon with mouth when being fed--some rejection.	Removes semi-liquid food from spoon with lips when being fed--some rejection.	Allows spoon to be removed from mouth.	Removes semi-solid food from spoon with mouth when being fed--some rejection.	Removes semi-solid food from spoon with lips when being fed--some rejection.	Retains all semi-solid and semi-liquid food from spoon without spitting, drooling.	Moves food in mouth with tongue.	Squeezes, smears pieces of finger food.	Eats pieces of finger food when offered by adult.	Holds finger foods.	Grasps finger foods offered by adult and carries them to mouth	Reaches for finger foods by hand--pulls off pieces.	Separates finger foods by mouth--bites off pieces.	
4 DRINKING	Dribbles while drinking Spills liquids while drinking from cup/glass Spills liquid contents when lifting cup Sucks straw without obtaining any liquid Spills liquids while pouring into a cup/glass Dallys liquids Tries to drink from water fountain unsuccessfully	Takes liquids from cup/glass when cup held by adult.	Swallows liquids from cup/glass.	Retains liquids in mouth w/out dripping or drooling while drinking.	Contacts cup/glass w/hands(s) when drinking from cup held by adult.	Helps tip cup to drink when cup held by adult.	Holds cup in two hands.	Holds cup to drink when placed in two hands by adult	Lifts cup off table to drink using two hands--some spilling.	Lifts cup off table to drink using two hands without spilling.	Drinks from cup held to mouth with two hands without spilling.	Lifts cup off table, tips to mouth, drinks, using two hands without spilling.	Lifts cup off table, tips to mouth, drinks, replaces cup using 2 hands w/out spilling.	Holds cup to drink when placed in one hand--some spilling.	Lifts cup off table to drink using one hand--no spilling.	Spills liquid from straw of glass using one hand.
5 TOILETING	Wets or soils diapers, pants frequently Avoids toileting accidents only with reminders Neglects to flush toilet Uses toilet illegal improperly Neglects to wash and dry hands after toileting Forgets to zip pants after toileting	Maintains dry diapers/pants for at least two hours.	Moves bowels one or two times each day at generally the same times	Indicates by gesture, action vocalization when wet and/or soiled.	Sits on toilet when placed and supervised.	Sits on toilet when left alone	Uses toilet repeatedly after placed.	Indicates by gesture, action, vocalization need to go to toilet.	Flushes toilet as directed.	Goes to, sits on or stands near toilet independently.	Goes to toilet at regular intervals without asking (e.g. after recess)	Goes to toilet as needed without help except stating.	Leaves toilet directed.	Flushes toilet, uses toilet tissue when necessary	Goes to toilet when necessary with infrequent accidents	Adjusts clothing properly by self with no assistance. Uses bathroom facilities, etc.
6 GROOMING	Showers/bathes only when reminded Refuses to use soap in washing or uses only water to wash self Dries hands/face/body only partially Neglects deodorant even when needed Showers/bathes infrequently Washes self inadequately Forgets to wash certain areas of body Uses comb ineffectively Cleans fingernails only when reminded Neglects male/female personal hygiene Uses only cold water in washing Throws towel on floor when finished drying	Goes to sink when requested/on own.	Turns water on when requested/on own.	Rubs hands in water when requested/on own	Picks up soap when requested/on own	Rubs soap on hands when requested/on own	Rinses all soap off hands when requested/on own	Turns water off when requested/on own	Rubs hands in soap when requested/on own	Hangs towel after using or disposes of towel when requested/on own.	Splashes face with water when requested/on own	Washes face with soap when requested/on own	Rinses soap off face when required/on own	Washes hands & face & dries them without having to be reminded or checked.	Washes hands and face when soiled or at regular times.	Gets into bath or shower.
7 DRESSING	Cooperates passively when being dressed.	Moves limbs to aid in dressing (e.g., holds out foot for shoe.)	Assists in getting dressed by passing or holding clothing.	Identifies own clothing.	Partially closes one of 3 front fasteners (e.g., buttons button halfway into hole).	Pulls pullover garments down on chest after head & arms put in by adult.	Puts one arm into sleeve of t-shirt and pulls over chest	Puts both arms into sleeves of t-shirt and pulls over chest	Pulls t-shirt down over head, puts arms in sleeves and pulls down over chest.	Places head into neckhole and puts t-shirt on completely.	Closes one of three front fasteners--either buttons, clips, or snaps.	Pulls pants,etc up from hips to waist after pulled up to that point by adult.	Pulls pants up from knees to waist.	Pulls pants up from ankles to waist.	Pulls pants up completely from floor to waist.	Puts hand through armhole of front, opened clothing.
8 UNDRESSING	Resists being undressed Attempts to abduct, unsnap, unzip unsuccessfully Pulls at but instead of and off lace when untying Neglects to undress at appropriate times Removes clothing at inappropriate times Throws clothing on floor when undressing.	Cooperates passively when being undressed.	Moves limbs to aid in removal of clothing (e.g., holds out foot for shoe.)	Pulls socks off over toes after adult removes sock to that point.	Pulls socks off over sole after socks removed to that point.	Pulls socks off over heel after socks removed to that point.	Pulls socks off completely.	Pulls shoes off over toes after adult removes shoes to that point.	Pulls shoes off over sole after shoes removed to that point.	Pulls shoes off over heel after shoes removed to that point.	Pulls shoes off completely.	Pulls off front-opened clothing over wrist after adult removes clothing to that point.	Pulls off front-opened clothing over forearm after clothing removed to that point.	Pulls off front-opened clothing over elbow after clothing removed to that point.	Pulls off front-opened clothing over shoulder after clothing removed to that point.	Pulls off front-opened clothing over back after clothing removed to that point.
9 NASAL HYGIENE	Allows nose to run continuously Blows nose only when asked/reminded Sneezes without covering nose and mouth.	Acknowledges running nose by rubbing nose with hand or arm.	Attempts to clear up all nose drippings or leakage.	Wipes all drippings or leakage from around nose with arm or hand	Wipes around nose with tissue/handkerchief independently.	Wipes around nose using tissue/handkerchief when reminded	Places tissue over nostril closest.	Blows into tissue	Pinches tissue off end of nose	Wipes nose dry with clean part of tissue	Repeats blowing procedure with other nostril	Disposes of tissue or folds handkerchief and returns it to pocket	Blows nose on request.	Uses tissue to blow nose when reminded.	Indicates need for handkerchief to blow nose.	Blows nose independently when necessary.
10 ORAL HYGIENE	Swallows rinse water Applies an excess or inadequate amount of toothpaste to brush Brushes using improper strokes Chews on toothbrush Neglects to turn off water when finished brushing	Locates and obtains toothbrush, paste to bathroom sink.	Removes cap from toothpaste tube	Puts toothpaste on brush (may be inappropriate amount).	Turns on water.	Gets toothbrush and paste.	Brushes back teeth with horizontal motion.	Brushes down and brushes front teeth with vertical motion.	Brushes teeth, gums, tongue	Rinses mouth out with water.	Expells water into sink.	Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	
11 SELF IDENTIFICATION	Confuses body parts Fails to name family members, relations, friends Recites address incorrectly or only partially Reports phone number incorrectly Confuses right and left Confuses male/female labels Omits personal information on job application form	Responds to name when called (e.g., turns head, moves eyes moves toward speaker)	Points to own mouth, eyes	Points to own nose, feet	Identifies self by first name	Points to own fingers, toes, stomach, back, knees.	Identifies own image in mirror.	Points to teeth, heels, fingernails, chin	Identifies self in photograph/ in group photograph	Points to back, front, sides of body	Points to nostrils, nose, feet on other person	Points to body parts listed in P1.0,0 on other person. Points to my chin, your chin.	Points to own property (e.g., desk, chair, clothing, pencils, books, crayons, toys)	Tells own sex	Draws picture of own face, whole body w/ proportional body parts in correct places	Tells own first and last name	
12 SENSORY PERCEPTION	Avoids touching, picking up, holding objects Avoids touching wet objects/substances Discriminates shapes, sizes, textures only with the aid of visual cues Confuses different tastes	Picks up object briefly and drops.	Picks up object and holds.	Picks up object and bangs it against another object or self.	Picks up object and turns in hand.	Picks up object and throws it.	Picks up object and rubs, pinches, pats, or smooths it.	Picks up object into mouth, takes parts off/out. Puts parts to/on.	Turns object over and around.	Holds object to light.	Pushes/pulls object.	Sits on/in, stands on/in object.	Sits under/ stands under object.	Explores density/resistance, texture, temperature of wet objects/substances	Points to area touched by another.	Matches thru tactile cues like objects that are big and small.
13 AUDITORY PERCEPTION	Does not react to speech or noise Attends to all sounds equally, e.g., reports no dominant sounds Attends to sounds other than teacher speaking Reverses verbal sequences incorrectly stories, poems, symbols Does not follow directions Does not discriminate possible differences in sounds Categorizes sounds incorrectly Reverses melodies, rhythms incorrectly	Identifies in response to sudden loud sound.	Turns head toward source of loud sound.	Attends to dominant sound source while other sounds present.	Stops activity momentarily when sound is made.	Reaches or turns toward noise made behind head	Responds within 5 seconds to single speaker by looking directly at him.	Reacts positively (e.g. smiles, moves arms, goes) to soft-toned sounds.	Reacts negatively (e.g., temporarily lessens activity,cries) to harsh-toned sounds.	Points in general direction of source of sound.	Changes activity with change in sound--possibly inappropriate.	Imitates physical gestures when word or phrase paired with that gesture is spoken	Follows changing object along 10 foot path (with eyes only).	Extends fingers.	Reaches to middle of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and forearm extended
14 VISUAL MOTOR I	Loses track of moving object when it crosses midline Follows objects using both eye and head movements Grasps using gross movements of one or both hands Sequences and releases objects briefly with assistance Manipulates blocks ineffectively Has difficulty stringing beads Displays little eye-hand coordination	Responds to light when introduced into room (e.g., turns head in direction).	Follows moving object with eyes and head Fixates on object momentarily.	Follows moving obj. (w/eyes & head)on its path from initial path from side of body to ending (90°).	Follows moving obj. (w/eyes & head) on its path from side of body to other (180°).	Follows moving obj.(w/eyes only --no head movement) on path from one side of body to other	Follows moving object (with eyes only) until it disappears from view.	Follows object moving in circular path	Follows moving object hold 10 inches from eyes (with eyes only).	Follows moving object along floor ten feet away (with eyes only).	Follows dangling object on string ten feet away (with eyes only)	Fixates eyes on object/picture for 10 seconds.	Extends fingers.	Reaches to middle of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and forearm extended
15 VISUAL MOTOR II	Has difficulty cutting w/scissors, sharpening pencil, folding paper Dissociates component parts of letters Reverses letters in words, numbers Mirrors letters Interchanges foreground, background Does not identify/match shapes, letters Confuses letters/words that look alike Does not reproduce same form when position/setting changes Visually relates object, picture, word, design Fixates on visual detail to exclusion of whole Copies from model incorrectly	Spreads paste randomly on paper. Places another paper on top to stick	Paints with large brush.	Folds paper with definite crease.	Cuts paper with scissors	Rolls clay into ball.	Threads large needle through wide hole.	Strings small beads.	Places small pegs in holes on board.	Spreads paste on one side of paper and turns two sticks it to another paper.	Builds tower of nine blocks or more.	Builds five block bridge.	Cuts out pictures following general shape.	Cuts across paper following straight line/ curved line.	Cuts out small square/triangle/ circle	Cuts fringe.	Winds thread on spool evenly.
16 GROSS MOTOR I	Shows no protective behavior Shows no reflexive righting behavior Shows no equilibrium from back, trunk, stomach positions Walks on tiptoes Walks with arms extended sideways Falls off side of chair if not supported Slides forward on chair if not supported	Holds head up and steady when held against shoulder.	Uses simple hand movements to the side.	Lifts head when lying flat on stomach.	Shows protective behavior (e.g., extends arms when falling).	Uses reflexive arm and leg thrusts/reluctary arm and leg thrusts.	Creeps while flat on stomach using random motion.	Creeps from stomach position using arms together, legs together.	Holds head steady and erect when lifting head.	Turns from side to back.	Turns over by self from stomach to back/from back to side.	Supports self on extended elbows.	Sits if supported by pillow, chair, etc.	Uses arms to raise trunk from stomach position	Shifts weight on extended arms to reach objects to one side.	Pulls self to sitting position--from stomach & sits alone w/out aid for 10 sec./ from sit to stomach	Bounces up and down in sitting position.
17 GROSS MOTOR II	Humps into objects while walking/running Loses balance when hopping, jumping, leaping, standing on one foot, walking, riding a bicycle Misses a large or small ball thrown to him Walks, runs with unsteadiness/some movements Has difficulty performing simple acrobatic stunts Performs poorly if at all in team sports Throws ball in unintensive fashion Has difficulty keeping afloat in water	Tosses a large ball in air and catches it with hands, body.	Bounces a large ball on floor and catches it with hands, body.	Throws a large ball--in general direction intended--from chest position with both hands.	Throws a large ball against wall and catches it with hands, body.	Catches with hands and body a large ball thrown by another from 5 feet.	Catches with hands a large ball thrown by another from 5 feet.	Kicks a stationary ball using a step-step start	Jumps forward 3-foot distance, feet together/ backward 3 feet.	Balances on one foot for 5 sec., with eyes open, arms out to sides/arms folded in front	Balances on one foot for 5 sec., eyes closed, arms out to sides/arms folded in front	Attempts to skip.	Performs complete somersault.	Maintains momentum on swing.	Rides tricycle	Gallops forward and backward.	Runs a 20-foot distance, preparing step and rhythm.
18 PRE ARTICULATION	Drools Uses motion of head, not tongue, to lick Does not blow Blows in undirected, uncontrolled fashion Vocalizes while inhaling Sucks liquid from straw ineffectively Does not point or manipulate tongue Points tongue in specified direction only w/aid of lips Demonstrates tittering lip movement or control Does not purse lips to kiss Uses one- and two-syllable sounds w/out inflections Maintains open mouth position at inappropriate times	Breathes from diaphragm in imitation of or on request.	Maintains established rhythmic breathing pattern from diaphragm.	Produces vocal sound on exhalation.	Sucks liquid from a straw ineffectively (e.g., spilling drooling).	Sucks liquid from a straw getting all liquid into mouth.	Uses tooth for biting.	Uses tooth for chewing.	Chews in rotary motion.	Moves food from side to side in mouth.	Controls drooling and swallowing while eating.	Swallows bitefull of food after chewing.	Looks at mouth to get cues for sound production.	Blows and vocalizes in non-specific direction.	Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower).	Blows to specified direction (e.g., straight out, to side).	Opens and closes mouth in imitation or on request.
19 ARTICULATION	Omits sounds in words Substitutes one sound for another in words Distorts sounds in words Uses incorrect resounding chamber/nose, mouth, larynx to produce sounds Makes unintelligible sounds Speaks in muffled, garbled, unclear manner	Makes all long vowels in isolation.	Makes all short vowels in isolation.	Uses all long vowels with m & n& forms consonant-vowel nonsense syllables.	Uses all long vowels with p, b to form consonant-vowel nonsense syllables.	Uses all short vowels with m, p, b to form consonant-vowel nonsense syllables.	Makes all vowel diphs. w, how in isolation.	Uses all long vowels with t, d, n, w, to form consonant-vowel nonsense syllables.	Uses all short vowels with t, d, n, g to form consonant-vowel nonsense syllables.	Uses all long vowels with t, d, k, g to form consonant-vowel nonsense syllables.	Uses all short vowels with t, d, k, g to form consonant-vowel nonsense syllables.	Uses all diphthongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all diphthongs with h, w, hw to form consonant-vowel nonsense syllables.	Uses all diphthongs with t, d, k, g, h, w, hw to form consonant-vowel nonsense syllables.	Uses m, p, b, t, d, k, g, h, w, hw in the initial position in one-syllable words.	Uses consonant sounds at left in the initial position in two-syllable words.	Uses all vowel with m, p, b, t, d, k, g, h, w, hw consonant nonsense syllables.
20 LANGUAGE COMPREHENSION	Appears not to understand what is being said Does not respond to name/words Does not answer questions Does not follow verbal directions Does not locate, place objects according to verbal directions Does not point to familiar objects/persons on request	Responds to spoken sounds (e.g., smiles, frowns, changes behavior).	Stops activity upon spoken command (e.g., no, stop, don't).	Responds to name by stopping activity, looking up, or going to speaker.	Gestures appropriately to simple verbal requests without physical model.	Points to ten body parts or possessions on request.	Points to ten parts of family, familiar home objects on request	Follows verbal direction when accompanied by gestures (e.g., come, sit, bring).	Follows one simple verbal command given without gestures.	Performs appropriate action when given two-step verbal command using pronouns he, she, it.	Performs appropriate action when given two-step verbal command using pronouns his, her, hers, yours, theirs.	Performs appropriate action when given two-step verbal command using pronouns him, her, you, they.	Responds nonverbally (e.g., nods, points, shakes head) to concrete questions.	Responds correctly and nonverbally to physical state questions.	Points to or places objects up, down.	
21 LANGUAGE DEVELOPMENT	Indicates needs by gestures Speaks in fragments--words, phrases, short sentences Speaks only in simple sentences Speaks only using present tense Uses incorrect pronoun, verb, or both Uses first name instead of pronoun 'I' or 'me' Asks questions using voice inflection rather than complete sentences Participates rarely in class discussions	Vocalizes feelings of pleasure or pain (e.g., coos, laughs, whines, grunts,squeals)	Uses facial and arm gestures with vocalizations.	'Talks' to self in mirror using melodic,rhythmic speech patterns --words not coherent.	Communicates by pulling another to show him object/person/situation.	Uses one word for many related things	Refers to self by first name.	Names familiar object, upon seeing it again, using one-syllable word.	Names familiar object, upon seeing it again, using two-three syllable word.	Names five familiar objects/actions ten objects/ twenty objects.	Uses one-word verb in present tense (e.g., go, run).	Uses pronouns me, my, mine	Uses adjectives (e.g., good, big).	Uses noun with article (e.g., a dog, the car)	Uses noun with possessive (e.g., my dog, daddy car).	Uses noun with adjective (e.g., good dog, big car).	
22 LISTENING	Seldom looks at speaker Doesn't look at teacher while being spoken to Doesn't maintain eye contact Doesn't follow teacher directions or instructions Answers questions incorrectly or not at all.	Looks in direction of speaker.	Looks directly at speaker.	Looks at face of speaker.	Looks at mouth of speaker.	Looks directly at speaker through duration of speech	Maintains eye contact when spoken to or speaking.	Applies to conversational questions inappropriately.	Performs behav./ tasks designated by verbal instructions when given directly to individual	Follows directions when given to group	Gets required materials (more than one necessary).	Gets required materials (only necessary amount or type) when asked.	Organizes materials to comply with directions.	Distinguishes between messages that differ by noun or verb	Answers specific questions based on spoken material	Answers questions based on notes or material read silently by self
	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0	15.0	16.0

AL CHARACTERISTICS PROGRESSION - BCP 1-2

14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	34.0	35.0	36.0
Comes to activity only after two or more reminders.	Comes to activity when called once.	Goes to school without prompting.	Comes to activity only after two or more reminders.	Comes to activity when called once.	Tells time at the hour (minute hand on 12).	Tells time by the quarter hour (15, 30, 45 minutes).	Tells time to five-minute intervals.	Tells time to the minute.	Independently comes to activity at specified time.	Comes promptly, stays in proper area for specified time.	Arrives at scheduled events on time (church, dinner appointments).											
Reaches for finger foods and carries them to mouth.	Separates finger foods by hand--pulls off pieces.	Separates finger foods by mouth--bites off pieces.	Carries finger foods to mouth and bites off smaller pieces.	Swallows one bite of finger food before adding more to mouth.	Bites off appropriate size pieces of finger foods using teeth.	Reaches for spoon when being fed.	Grasps spoon in fist.	Puts spoon across plate and picks spoon.	Chews and swallows semi-solid food. Jaw motion begins.	Chews and swallows pieces of finger food. Chews in rotary motion	Brings fist-held spoon to mouth. Inserts spoon.	Fills fist-held spoon.	Fills fist-held spoon, inserts spoon in mouth, turns spoon in mouth	Fills fist-held spoon and inserts spoon in mouth without turning.	Eats, holding spoon in fist--some spilling.	Eats, holding spoon in fingers w/bare thumb and finger--independent of palm and palm up.	Uses spoon held in fingers with precision--separates food, eats liquids.	Directs spoon held in fingers to mouth--some spilling.	Eats holding fork in fist with spilling.	Eats holding fork in fingers in stationary position--some spilling.	Uses fork held in fingers with precision--separates foods, dips into foods, spears foods.	Directs fork held in fingers to mouth--some spilling.
Holds cup to drink when placed in one hand by adult.	Lifts cup off table to drink using one hand --some spilling.	Lifts cup off table to drink using one hand without spilling.	Drinks from cup held to mouth with one hand without spilling.	Lifts cup off table, tips to mouth, drinks, using one hand without spilling.	Lifts cup off table, tips to mouth, drinks, replaces cup using 1 hand w/some spilling.	Drinks liquids, taking one sip at a time.	Drinks liquid from soft drink bottle or can.	Refills glass from container holding less than a glass--some spilling.	Refills glass from container holding less than a glass without spilling.	Refills glass from a container holding more than a glass without spilling.	Refills glass from a container, using a handle without spilling.	Drinks from water fountain when turned on by adult.	Turns faucet of water fountain on.	Pushes button to operate water fountain.	Pushes button to operate water fountain and drinks at the same time.	Pours liquid from tea pot.	Carries liquid in open container without spilling.	Pours liquid from one cup to another without spilling.		
Goes to toilet when necessary with infrequent accidents.	Goes to toilet properly by self with no accidents.	Adjusts clothing before leaving bathroom (zips, buttons, etc.).	Washes and dries hands. Disposes of towel if necessary.	Asks location of bathroom in new situation.	Obtains help with any toileting problem.																	
Washes hands & face & dries them without having to be reminded or checked.	Washes hands and face when soiled or at regular times.	Gets into bath or shower.	Washes back area with soapy cloth.	Washes top and bottom of arms.	Washes chest, stomach, sides of body.	Washes genital and crotch area.	Washes legs and feet.	Washes back.	Washes face and ears while in bath/shower.	Rinses off soap after washing.	Uses towel to partially dry body after washing.	Uses towel to dry entire body.	Allows hair to be washed.	Assists while another washes hair.	Washes own hair using fingers to rub/massage scalp.	Uses proper amount of shampoo to wash hair.	Turns water on and off for shower/bath.	Plugs drain when necessary at sink, in bath.	Rinses or showers when reminded.	Adjusts faucets to desired water temperature at sink or shower/bath.	Puts comb/brush in hair.
Pulls pants up from ankles to waist.	Pulls pants up completely from floor to waist.	Puts hand through armhole of front-opened clothing.	Locates second armhole and puts hand and arm through it.	Pushes arm into second sleeve and pulls clothing up to shoulders.	Pulls two sides of front-opened clothing together.	Fastens or attempts to fasten front-opened clothing.	Tucks in or straightens front-opened clothing.	Pulls sock up from heel to ankle after sock pulled up to heel point by adult.	Pulls sock up from sole to ankle.	Pulls sock up from toes to ankle.	Puts sock on completely.	Puts shoe on over heel after shoe placed near that position by adult.	Puts shoe on over sole.	Puts shoe on over toes.	Puts shoe on completely.	Closes two of three front fasteners.	Obtains specified clothing items.	Puts shoes on correct feet.	Partially tightens shoe laces.	Obtains specified clothing items and puts them on without being told.	Crosses shoe laces.
Pulls off front-opened clothing over shoulder after clothing removed to that point.	Pulls off front-opened clothing over head after clothing removed to that point.	Pulls off front-opened clothing from either arm after clothing removed to that point.	Pulls front-opened clothing off completely.	Opens 1 of 3 front fasteners (e.g., pushes button half-way through hole).	Pulls at an tied loop and takes shoe off.	Pulls at one lace to untie bow and takes shoe off.	Pulls pants & other pull-down garments off over feet after adult removes to that point.	Pulls pants down from ankles & over feet after pants removed to that point.	Pulls pants down from knees & over feet after pants removed to that point.	Pulls pants down from hips & over feet after pants removed to that point.	Pulls pants down from hips & over feet after pants removed to that point.	Pulls pants down completely from waist and over feet.	Pulls t-shirt, etc., up over head after adult removes t-shirt to that point.	Pulls t-shirt off of one arm and over head after shirt removed to that point.	Pulls t-shirt off of both arms and over head after shirt removed to that point.	Pulls t-shirt off completely.	Opens two of three front fasteners.	Unlaces shoes.	Unbuttons, unzips and unsnaps.	Takes off all clothing when told to do so.	Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry.	Opens all fasteners even if small or on back or side of garment. Opens safety pins.
Uses tissue to blow nose when reminded.	Indicates need for handkerchief to blow nose.	Blows nose independently when necessary.	Covers mouth with tissue or hand when sneezing.	Uses tissue at all necessary times.																		
Rinses toothbrush.	Turns off water.	Wipes mouth and hands dry.	Replaces cap on toothpaste tube.	Returns toothbrush, paste to designated container/location.	Uses proper amount of toothpaste.	Uses proper brushing strokes.	Brushes after meals or at designated times.	Obtains help when tooth hurts, cavity suspected, dental floss needed, etc.	Cares for teeth check-ups periodically.													
Tells own sex.	Orders picture of own face and whole body in proportional body parts in correct places.	Tells own first and last name.	Names siblings.	Categorizes family members to correct sex of person (e.g. mommy is girl, not boy)	Tells names of friends, members of class, pets, uncles, cousins, etc.	Tells month of birth.	Tells street name and town to address.	Tells father's and mother's first and last name.	Points to 25 of the following body parts: ear, eye, hand, leg, arm, chin, (See Booklet)	Tells parents employer or place of work. Tells parents occupations.	Tells house number, street, and town.	Recites telephone number.	Tells month and day of birth.	Points to own right and left hands; right and left on others.	Uses left and right to direct others in concrete situation.	Names 25 body parts (See #20 in Booklet) (5 body parts).	Tells hobbies, interests.	Tells number, street, city, state, zip code in address.	Tells how 25 body parts are related to one another.	Tells birth place (state).	Tells month, day, year of birth.
Explores density, resistance, texture, temperature of wet objects/substances.	Points to area of body recently touched by another.	Matches thru tactile cues like objects that are big and small.	Matches through tactile cues like objects that are long and short.	Matches through tactile cues like objects that are straight and curved.	Matches through tactile cues like objects that are square and round.	Matches through tactile cues like objects that are circular, triangular, rectangular shaped.	Matches through tactile cues like objects that are flat; thin and wide.	Matches through tactile cues like objects that are wet and dry.	Matches through tactile cues like objects that are hot and cold.	Matches through tactile cues like objects that are sticky and non-adhesive.	Matches through tactile cues like objects that are hard and soft.	Matches through tactile cues like objects that are rough and smooth.	Matches through tactile cues like objects that are wrinkled/baggy and smooth.	Matches through tactile cues like objects that are sharp and dull.	Matches through tactile cues like objects that are light and heavy.	Chooses through tactile cues small object on request from group of five objects.	Chooses through tactile cues long/short object on request from group of five objects.	Chooses through tactile cues like objects in picture/drawings/photos on request from group of five objects.	Chooses through tactile cues triangular/rectangular/circular shaped obj. from group of 5 obj.	Chooses through tactile cues like objects in picture/drawings/photos on request from group of 5 obj.	Chooses through tactile cues flat/thin/wide/fat object on request from group of 5 objects.	Chooses thin fat wide objects.
Points to specific source of sound when vocal sound or that object is made.	Identifies sounds as near or far, up or down.	Responds appropriately to sound patterns associated with various activities.	Identifies loud and soft sounds.	Identifies sounds, words just spoken.	Identifies different noises as being high or low sounds.	Categorizes sounds (e.g., animal sounds, mechanical, musical, bird, etc.)	Repeats simple words.	Repeats nonsense words.	Identifies different sounds in environment (e.g., water running, clock ticking, bell ringing, etc.)	Identifies differences in similar speech sounds--b, p, t, p--when in isolation.	Identifies where sound different sounds occur in words (e.g., initial, medial, final sounds)	Identifies initial sounds of words.	Identifies initial and final sounds of words.	Identifies initial, medial, and final sounds of words.	Identifies consonant sounds of words (P/B/T).	Identifies consonant sounds of a spoken word.	Identifies vowel sounds of a spoken word.	Identifies consonant blends of separate letters (e.g., b r l = bl).	Identifies number of sounds per blend (e.g., 2 sounds in bl).	Identifies number of sounds per word.
Reaches to holding of body with elbow extension.	Grasps using gross movement of both hands.	Reaches across midline of body with elbow and fingers extended.	Grasps rattle, finger, etc., with one hand.	Reaches toward object(s).	Moves hands together (in unison) as in clapping.	Locates hands productively near.	Squeezes item placed in hand.	Uses fingers in gross movements to grasp objects.	Transfers objects from hand to hand.	Picks up objects from floor using pincer grasp.	Bangs together two objects held in hands.	Pulls jumbo pegs out of pegboard.	Uses thumb in opposition with all fingers to grasp.	Uses wrist in side-to-side movement (e.g., ring doll).	Places index finger in small hole.	Takes objects out of container with one hand.	Squeezes object in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Reaches across midline of body using thumb and index finger or to pick up objects.
Cuts out small shapes/triangle/circle.	Cuts fringe.	Binds thread on spool evenly.	Sharpens pencil.	Folds paper in half with edges meeting.	Cuts cloth with scissors.	Cuts out complex pictures following outlines.	Threads standard-sized needle.	Cuts paper in two while in sitting position, legs outstretched.	Cuts body from floor to complete one boy's push-up.	Cuts body from floor to complete one boy's push-up.	Matches objects of various shades from dark to light.	Matches objects of various intensities from bright to dull.	Finds target object from pictured group of grossly different objects.	Finds target object from pictured group of similar objects.	Points to specified object to left/to right.	Finds ten objects in picture and connects them with a line.	Makes fine discriminations in size to the 1/4 inch.	Makes discriminations in size to the 1/8 inch.	Makes discriminations in size to the 1/16 inch.	Identifies missing or incongruous element of picture.	Identifies look alike words correctly.	Puts together complex puzzles.
Shifts weight on extended arm to reach objects to one side.	Pulls self to sitting position & sits almost one hour old for 10 sec./30 sec./1 minute.	Bounces up and down in sitting position.	Rocks back and forth (e.g., in rocking chair).	Rolls from back to side to stomach using arms for thrust.	Creeps reciprocally from object position.	Assumes crawling position. Crawls on hands and knees using random movement.	Pulls self to standing position. Stands with support.	Crawls using both hands together, both knees together (i.e., like a rabbit hop).	Crawls reciprocally using rt. hand & left knee together, left hand & rt. knee together.	Walks up and down stairs carrying a breakable object.	Sits down from standing position with old.	Rolls a large ball when seated on floor.	Uses smooth stopping movements to walk with aid (hands held by adult).	Stands alone without aid. Stands from sitting or lying position.	Walks forward alone.	Pushes and pulls doors open and closed.	Climbs onto chair/ramp; small wheel toy.	Walks backward for 3 feet; sideways for 3 feet.	Completes a stairway (flog) roll.	Walks up and down stairs using rail, both feet on each step/without rail.	Runs a distance of 10 feet.
Rides tricycle.	Gallops forward and backward.	Runs a 20-foot distance, breaking stride and rhythm.	Runs through an obstacle course avoiding objects/persons in path.	Walks 10 feet carrying an object which blocks view of floor.	Lifts torso from ground to complete one sit-up.	Walks 12 feet on 4-inch wide beam without stepping off.	Lifts body with knees on floor to complete one girl's push-up.	Touches toes while in sitting position, legs outstretched.	Walks up and down stairs carrying a breakable object.	Hops 3-foot/4-foot/5-foot distance on one foot.	Hangs from bar using overhead grip for 5 seconds.	Hangs from laddered bars and swings across.	Strikes with bat a large stationary ball/large rolled ball/ball bounced ball.	Strikes with/and a large ball thrown from 5 feet/strikes at bat ball thrown from 5 feet.	Propels, rides and steers a wagon.	Rides bicycle with training wheels.	Maintains child-up position while hanging on bar for 5 seconds.	Jumps over 6-inch high rope, feet together.	Jumps on each foot four times in place.	Throws small ball 25 feet using cross-lateral shift of body weight.	Runs 50-yard dash within 10 seconds.
Blows using a controlled stream of air (e.g., at a feather, candle, bubble-blower).	Blows in specified direction (e.g., straight out, to side).	Opens and closes mouth in imitation or on request.	Controls saliva. Prevents drooling.	Presses lips together in imitation or on request.	Purses or rounds lips in imitation or on request (e.g., kisses a doll).	Places tongue together to bring position in imitation or request.	Moves tongue past tip-line in any direction to outside of mouth.	Moves tongue flat out of mouth to retract position.	Points tongue straight out of mouth to tongue position.	Points tongue up and down with aid of tips to give direction.	Points tongue up and down without aid of tips to give direction.	Points tongue side to side with aid of tips to give direction.	Points tongue side to side without aid of tips to give direction.	Licks upper lip with one continuous tick keeping tongue on tip at all times.	Licks lower lip with one continuous tick keeping tongue on tip at all times.	Licks upper lip with short, staccato movements.	Licks lower lip with short, staccato movements.	Places lower lip under upper tooth.	Places teeth/jaw in partially opened position.	Places tongue between teeth.	Places tongue behind upper teeth.	Places tongue against roof of mouth.
Uses m, p, b, t, d, k, g, h, w, in the initial position in one-syllable words.	Uses consonant sounds at left in the initial position in two-syllable words.	Uses all vowels with m, p, b to form vowel-consonant nonsense syllables.	Uses all vowels with t, d, k, g to form vowel-consonant nonsense syllables.	Uses m, p, b, t, d, k, g in the final position in one-syllable words.	Uses all vowels with m, p, b, t, d, k, g in the final position in two-syllable words.	Uses all vowels with f and v to form vowel-consonant nonsense syllables.	Uses all vowels with f and v to initial position in one-syllable words.	Uses all vowels with f and v to form vowel-consonant nonsense syllables.	Uses f and v in final position in one-syllable words.	Uses f and v in initial and final position in two-syllable words.	Uses all consonants and consonants at left in medial position in two-syllable words.	Uses all vowels & consonants at left in medial position in three-syllable words.	Uses all vowels with sh, ch, th, to form consonant-vowel nonsense syllables.	Uses all vowels with s, z, zh, sh, ch, th in initial position in one-syllable words.	Uses all vowels with s, z, zh, sh, ch, th in final position in one-syllable words.	Uses s, z, zh, sh, ch, th in initial and final position in one-syllable words.	Uses all vowels with r, l, j, y to form consonant-vowel nonsense syllables.	Uses all vowels with r, l, j, y in initial position in one-syllable words.	Uses all vowels with n, ng, r, l, j, y in final position in one-syllable words.	Uses n, ng, r, l, j, y in initial and final position in two-syllable words.
Responds correctly and non-verbally to physical state questions.	Points to common objects according to function (e.g., something to sleep on).	Points to or places object on, down.	Points to or places object on, in, out.	Points to or places object under, over.	Points to or places object on top,bottom.	Points to or places object by, beside, behind.	Points to or places object before, after.	Points to or places object above, below.	Points to or places object in front, back.	Points to or places object around, through.	Points to personal/object connected with own school or request.	Points to personal/object connected with near neighborhood or community on request.	Responds correctly & nonverbally to questions concerning abstracts or concepts.	Answers specific questions based on spoken material.	Chooses main ideas from spoken material.							
Uses noun with possessive (e.g., my dog, daddy car).	Uses noun with quantifier (e.g., more candy, no car).	Uses noun with adjective (e.g., good dog, big car).	Uses noun in locator (e.g., there dog, here car).	Uses noun with demonstrator (e.g., this dog, that car).	Uses noun with identifier (e.g., it dog, it's a car).	Uses two-word predicate phrases (e.g., dog there, car broken).	Uses verb with noun (e.g., see dog, push car).	Uses verb with preposition (e.g., on us, fall down).	Uses verb with noun (e.g., dog see, car go).	Uses two-word prepositions with locators/with prepositions/with negatives/with conjunctions.	Uses two-word stereotyped phrases (e.g., don't cry, be careful).	Uses pronouns (, him, he, my, her, she, hers, you, yours appropriately.	Combines article, possessive, quantifier and/or adjective w/noun to form 3-word noun phrases.	Combines article, possessive, quantifier and/or adjective w/noun to form 4-word noun phrases.	Combines locator, demonstrator or identifier with noun phrase.	Uses predicate phrases with noun phrases (e.g., my dog there).	Uses verb with noun phrase (e.g., saw the big dog, ride in a car).	Uses three- and four-word stereotyped phrases (e.g., reach the top).	Uses noun plurals (e.g., dogs) uses verb plurals (e.g., runs, goes).	Uses pivot verb "is" to form simple sentences (e.g., it is a dog).	Combines noun phrase and verb phrase to form normal sentences (e.g., I see a dog).	Asks questions using "is" and "are" (e.g., is the dog?).
Distinguishes between messages that differ by number or verb.	Answers specific questions based on spoken material.	Answers questions or retells read aloud by self.	Correctly answers questions concerning message spoken more than one minute before.	Correctly answers questions concerning message spoken more than one minute before.	Distinguishes between messages that differ by ancillary parts of speech (articles, etc.)	Carries out 2 simple related successive commands but not to sequential order.	Carries out 2 simple related successive commands to order.	Carries out 2 simple unrelated successive commands but not to sequential order.	Carries out 2 simple unrelated successive commands to order.	Carries out 3 related successive commands but not to sequential order.	Carries out 3 related successive commands to given order.	Carries out 4 related successive commands but not to sequential order.	Carries out 4 related successive commands to given order.	Carries out 3 unrelated successive commands but not to sequential order.	Carries out 3 unrelated successive commands to given order.	Carries out 4 unrelated successive commands but not in sequential order.	Carries out 4 unrelated successive commands in given order.	Carries out more than 4 commands in specified order.	Rephrases what happened in story previously read by another.	Does task replied--not specifically stated--to spoken message.	Distinguishes between spoken messages differing only in s
14.0	15.0	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0	31.0	32.0	33.0	34.0	35.0	36.0

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701 OCEAN STREET, ROOM 200
SANTA CRUZ, CALIFORNIA 95060
RICHARD R. FUKEL, SUPERINTENDENT

TEACHER _____
SCHOOL _____ DISTRICT _____

30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	∞
...ring fingers ...an one ...ment with ease	Uses spoon held in fingers with precision; separates large sized foods; eats liquids	Directs spoon held in fingers to mouth--some spilling	Eats holding fork in fist with spilling	Eats holding fork in fingers in standard position--some spilling	Uses fork held in fingers with precision; separates foods, digs into foods, spears foods	Directs fork held in fingers to mouth--some spilling	Directs food on spoon/fork into mouth without dropping any on way to mouth	Fills spoon/fork with one mouthful of food at a time	Swallows food in mouth before taking another bite	Chews food thoroughly before swallowing	Uses spoon for liquids and semi-solids; uses fork for solids	Serves self at table	Spreads with knife (e.g., butter, jam)	Cuts with knife	Cuts with knife and fork	Prepares foods for eating (e.g., peels banana, cracks egg, cuts meat)	Opens containers and removes foods, shells foods (e.g., peels apple)	Carries own tray through serving line	Serves self in cafeteria	Manages to eat 3 different types of foods with fork--fruit, vegetables, stir-fry pero foods
...button ...ste	Pushes button to operate water fountain and drinks at the same time	Pours liquid from teapot	Carries liquid in open container without spilling	Pours liquid from one cup to another without spilling.																	
...wer hair ...fingers ...massage	Uses proper amount of shampoo to wash hair	Turns water on and off for shower/bath	Plugs drain when necessary at sink, in bath	Bathes or showers when reminded.	Adjusts faucets to desired water temperature at sink or shower/bath	Puts comb/brush in hair.	Runs comb/brush through hair.	Allows hair to be cut.	Allows hair to be set--wash	Partially sets own hair--women	Cleans fingernails using fingernail brush	Files/cuts own nails--hands and feet.	Applies deodorant in correct manner--spray, roll-on, pads, etc.	Bathes or showers when necessary or at regular times	Combs hair when necessary, checks placement in mirror.	Maintains clean, filed, cut fingernails	Uses a deodorant when necessary or at regular times	Cleans glasses, comb, brush when necessary.	Shaves self when necessary or at regular times.	Shaves self when necessary or at regular times	Cares for personal hygiene needs during menstrual cycle--women
...two of ...ment ...ers	Obtains specified clothing items	Puts shoes on correct feet	Partially tightens shoe laces.	Obtains specified clothing items and puts some on without being told.	Ties shoe laces tight--vertical pull	Crosses shoe laces.	Tightens laces --horizontal pull	Ties laces into a knot	Makes a bow.	Tightens bow.	Buttons, zips, and snaps.	Puts on all clothing when told to do so.	Manages to take off and/or put on ties, belts, sashes, bows, watches, jewelry.	Closes all fasteners even if small or on back or side of garment. Closes safety pins.	Dresses daily at designated times without being reminded (e.g., in the morning).	Selects clean clothing, changes underclothes regularly.	Selects clothing for different occasions and locations.	Selects clothing for different occasions and locations.	Matches shoes	Attempts to maintain a clean, neat appearance throughout the day.
...t shirt ...pletely)	Opens two of three front fasteners	Unlocks shoes.	Unbuttons, unzips and unsnaps.	Takes off all clothing when told to do so.	Manages to unfasten and/or take off ties, belts, sashes, bows, watches, jewelry.	Opens all fasteners even if small or on back or side of garment. Opens safety pins.	Undresses daily at designated times without being reminded (e.g., at night, before shower).	Turns clothing right side out (e.g., socks, pants, shirts, etc.).	Hangs clothing on hook and/or hanger.	Puts soiled clothing in designated place.	Folds clothing down middle.	Folds clothing more than once.	Puts clean clothing in designated place (e.g., drawer, closet).								
...ell and ...to direct ...ir own ...ination	Names 25 body parts (see K/6 in Booklet). No body parts	Tells hobbies, interests.	Tells number, street, city, state, zip code in address	Tells how 25 body parts are related to one another	Tells birthplace (state).	Tells month, day, year of birth.	Tells city/town of birth	Points to objects in front of, behind, beside self	Points to objects to the left/to the right of self	Locates self in relation to other objects	Tells how 10 body parts function (e.g., elbow bends, heart pumps)	Uses left or right to direct other in structured situation	Tells height and weight	Tells situation/information Tells job experience	Tells parents first names	Tells of location; drivers license number/social security number	Tells incidents/traffic violations; training received	Tells references, names, and addresses	Discusses own strengths and weaknesses	Discusses own strengths of others (e.g., honesty, appearance, attitude, ingenuity, etc.)
...s through ...s uses ...object on ...t from ...r five ...objects	Chooses through tactile cues triangular/short object on request from group of five objects.	Chooses through tactile cues triangular/curved object on request from group of five objects.	Chooses through tactile cues square/round object on request from group of five objects.	Chooses through tactile cues triangular/curved object on request from group of 5 obj.	Chooses through tactile cues flat/thin/wide/fat object on request from group of 5 obj.	Chooses through tactile cues wet/dry object on request from group of 5 objects.	Chooses through tactile cues hot/cold object on request from group of five objects.	Chooses through tactile cues sticky/non-adhesive object on request from group of 5 obj.	Chooses through tactile cues hard/soft object on request from group of five objects.	Chooses thru tactile cues rough/bumpy/wrinkled/smooth obj. on request from group of 5 obj	Chooses through tactile cues sharp/dull object on request from group of 5 obj	Chooses through tactile cues light/heavy object on request from group of five objects.	Chooses through smell and taste cues (e.g., strawberry, pineapple) sweet substances or objects.	Chooses through smell and taste cues bland substances or objects.	Chooses through smell and taste cues sour substances or objects.	Chooses through smell and taste cues salty substances or objects	Chooses through smell and taste cues bitter substances or objects.			
...melody	Identifies component sounds of words	Identifies consonant sounds of a spoken word	Identifies consonant blends of separate letters (e.g., b + l = bl).	Identifies consonant blends of separate letters (e.g., 2 sounds in bl)	Identifies number of sounds per word	Identifies number of sounds in word	Identifies order of sounds in word	Identifies fine differences in words (e.g., bat and bad)	Identifies and forms words that rhyme	Repeats set of clap symbols (e.g., 1, 3, 5, 8, big, cat, boy)	Tells recently told story, maintaining original sequence	Repeats poem just spoken	Recalls story recited in past (e.g., one year ago, one day, last year)	Recalls poem recited in past	Repeats set of symbols backwards (e.g., 6, 2, 1; cat, ten, mice)	Repeats set of mixed symbols (e.g., 4, 1, 3, 7)	Comments on rhyme/non-rhyme when words given			
...objects ...container ...he hand	Squeezes object in one hand.	Puts objects in container with one hand.	Uses thumb in opposition with two fingers to grasp.	Grasps flat or thin objects using one hand.	Picks up small objects between thumb and index finger	Reaches across midline of body using thumb and index finger to pick up objects.	Builds tower of two blocks.	Places round object in round hole.	Builds tower of 3-6 blocks.	Builds tower of 5-6 blocks.	Strings large beads.	Rolls clay into snake shape.	Uses wrist in twisting motion to screw and unscrew lids, turn doorknobs, etc.	Matches like objects.	Matches the three primary colors--red, blue, yellow.	Matches long and short objects.	Matches big and little objects	Matches circles, squares, triangles, diamonds.	Matches shapes at left to proper holes on formboard.	Puts together simple puzzles.
...two ...in picture ...connects ...with a ...	Makes fine discriminations in size to the 1/2 inch.	Makes discriminations in size to the 1/4 inch	Makes discriminations in size to the 1/8 inch	Identifies missing or incongruous element of picture.	Identifies look-alike words correctly.	Puts together complex puzzles.	Strings small beads regardless of color and shape sequence.	Scans horizontal line of objects left to right.	Reproduces number, direction and color of pegboard design.	Makes fine visual discrimination--matches letters that look very similar	Discerns from model letters, numbers in correct sequence	Reproduces and visually viewed letters, numbers in correct sequence	Reproduces previously viewed complex pattern design correctly.	Reports, admits any object in visual field as such	Identifies whole object/design when part viewed	Reports whole picture as well as details	Recalls three objects after 10-second exposure	Recalls 2-3 objects after 10-second exposure when name of item is given	Recalls five objects after 10-second exposure.	Recalls ten objects after 10-second exposure.
...s and ...hours ...and ...	Climbs onto classroom equipment, such as low bar for 5 seconds.	Walks backward for 3 feet/sideways for 3 feet	Completes 4 sideways (log) roll.	Walks up and down stairs using rail, both feet on each step/without rail.	Runs a distance of 10 feet.	Tosses a large ball with both hands underhand.	Kicks a large stationary ball without falling.	Begins a simple somersault.	Walks up and down a 15-degree incline.	Stands on one foot holding support.	Climbs up and down ladder one rung at a time.	Bends over to pick up objects without falling.	Squats, maintaining balance.	Walks 10 feet pushing and pulling a wagon type object.	Catches a large ball thrown from 5 feet by pushing it with arms against body.	Jumps from bottom step (12 inches high) feet together.	Stands on tiptoe for 10 seconds.	Walks two steps on 4-inch wide paper line/on 4-inch wide beam.	Walks 20-foot chamber circle staying on path.	Walks up and down stairs using rail, alternate feet/without rail.
...ic rides ...tricycle ...e	Rides bicycle with training wheels.	Maintains chin-up position while hanging on bar for 5 seconds.	Jumps over 6-inch high rope, feet together	Hops on each foot two times in place.	Throws small ball 25 feet using cross-lateral shift of body weight	Runs 50-yard dash within 10 seconds	Strikes with bat a small ball thrown from 5 feet.	Stands up with--in 5 seconds after lying on back without losing balance.	Runs up to and kicks a large moving ball	Jumps over 15-inch high rope, feet together	Jumps or skips rope	Leaps over objects in obstacle course	Rides standard-sized bicycle	Catches a small ball thrown from 20 feet	Throws a small ball 50 feet.	Jumps forward 5-foot distance, feet together/backward 5-foot distance, feet together	Skips using alternate feet forward/backward--completes 10 jumping jacks	Floats in water (wets using arms and legs	Participates actively in team events requiring varied skills	Performs gymnastic feats (e.g., tank--ward roll, head stand, backbend, cartwheel, etc.
...upper lip ...short, ...ates move- ...	Licks lower lip with short, staccato movements.	Places lower lip under upper teeth.	Places lower lip under upper teeth.	Places tongue between teeth.	Places tongue behind upper teeth.	Places tongue against roof of mouth.	Maintains closed mouth position except for eating, drinking, talking, etc.	Imitates speech movements without sound production.	Cries using sounds that change in pitch to indicate change in bodily state	Vocalizes feelings of pleasure or pain (e.g., squeals, coos, whines, grunts).	Makes any vowel-like sound.	Makes any vowel-like sound with high-low or up-down inflection	Babbles by repeating a vowel and consonant sound over and over (e.g., ga-ga-ga).	Makes consonant and vowel sound with inflection	Imitates sounds without meaning	Imitates sounds of objects/animals (e.g., bow-wow, choo-choo, moo)	Uses meaningless syllables (jargon speech) as though they were meaningful)	Uses one-syllable sound for an object/person (e.g., ee for water).	Uses a two-syllable sound for an object/person (e.g., ee-ee for water)	Says first intelligible, spontaneous word.
...y, sh, ch, ...position ...syllable	Uses a, i, y, sh, ch, th, h, ng, r, l, j, y in initial and final position in two-syllable words	Uses all vowels with h, ng, r, l, j, y to form consonant-vowel nonsense syllables	Uses all vowels with h, ng, r, l, j, y in final position in one-syllable words	Uses all vowels with h, ng, r, l, j, y to form vowel-consonant nonsense syllables	Uses h, ng, r, l, j, y in initial position in one-syllable words	Uses h, ng, r, l, j, y in initial and final position in two-syllable words	Uses a, i, y, sh, ch, th, h, ng, r, l, j, y in medial position in one-syllable words	Uses a, i, y, sh, ch, th, h, ng, r, l, j, y in medial position in two-syllable words	Uses all consonant and vowel sounds in all positions within in one-syllable words	Uses all consonant and vowel sounds in all positions within in two-syllable words	Uses all consonant and vowel sounds in all positions within three syllable words	Uses all consonant and vowel sounds in all positions within in four-syllable words	Accents two and three syllable words on correct syllable	Uses all consonant and vowel sounds in phrases	Uses all consonant and vowel sounds in sentences	Uses all consonant and vowel sounds in spontaneous speech with 75% intelligibility.	Uses all consonant and vowel sounds in spontaneous speech with 100% intelligibility.	Says all sounds in up to four syllable words with 100% intelligibility.		
...predicate ...four phrases ...my dog	Uses verb with four phrase (e.g., see the big dog, ride in a car)	Uses three- and four-word stereotyped phrases (e.g., reach the top)	Uses noun plurals (e.g., dogs); uses verb plurals (e.g., runs, goes)	Uses pivot verb "is" to form kernel sentences (e.g., is a dog)	Combines noun phrase and verb phrase to form kernel sentences (e.g., I see a dog)	Asks questions using "is" and "have" forms (e.g., is that a dog?).	Asks questions (e.g., where is the dog?)	Uses negatives in sentences. Uses contractions	Uses conjunctions in sentences.	Uses infinitive verb forms in sentences	Uses auxiliary verbs: am, are, is, was with present participle	Carries on a conversation. Initiates conversation	Describes action in a picture using the present tense	Uses past tense by adding ed to verb (e.g., skipped, jumped)	Uses past participle to form past tense (e.g., he has run far)	Uses verb "have" to form past tense (e.g., he has run far)	Uses "will" to form future tense (e.g., he will run far)	Describes events of past and future experience in logical, sequential order	Uses compound sentences connected with and, but, or	Uses complex sentences with and main clause and one or more subordinate clauses
...es out 4 related ...ive commands but not ...quential	Carries out 4 unrelated successive commands in given order.	Carries out more than 4 commands in specified order.	Rephrases what happened in story previously read by another	Rephrases others' comments in a discussion.	Does task implied--not specifically stated--in spoken message.	Distinguishes between spoken messages differing only in tone.	Chooses previously specified details from spoken material.	Makes facial expressions appropriate to spoken material.	Uses posture appropriate for relationship to speaker.											
30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	38.0	39.0	40.0	41.0	42.0	43.0	44.0	45.0	46.0	47.0	48.0	49.0	50.0	